



## Activities to cover all areas of oral language



## **SPEAKING AND LISTENING** *(Middle)*

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**SPEAKING AND LISTENING** *(Lower)*

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# FOREWORD

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*Speaking and listening* forms an integral part of a child's education. Our main means of communicating with the world is through speaking.

Children of today generally spend hours being passively entertained by TV and computer games. Therefore, it is vital that during their time at school, children acquire skills in speaking and listening and practise them in a variety of situations.

Obtaining these skills means not only do children learn to converse more freely, but hopefully they will gain confidence in speaking so that they can communicate more effectively; for example, in giving their own point of view, giving instructions, requesting information, giving a speech, discussing topics with peers, having conversations, talking about personal experiences and telling jokes.

*Speaking and listening – Middle* provides an activity for every objective of the oral language curriculum strand units for the 3rd and 4th Class.

The books in this series are: *Speaking and listening – Lower (1st and 2nd Class)*  
*Speaking and listening – Middle (3rd and 4th Class)*  
*Speaking and listening – Upper (5th and 6th Class)*

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*Speaking and listening – Middle* provides one activity for each 3rd and 4th Class oral language-related objective of the English language curriculum for Ireland.

Each activity consists of two pages of worksheets and one page of accompanying teacher notes.

## TEACHER PAGE

**A teacher page accompanies each pair of children's worksheets. It provides the following information:**

The **objective** section states the English language curriculum objective being covered by the activities.

The **activities covered** section lists the activities the children will undertake to complete the worksheets.

The **background information** section has been included to enhance the teacher's understanding of the concept being taught and provide additional information.

The **before the lesson** section tells teachers what they need to prepare before the lesson. It also states whether the children will be working in pairs or groups, so the teacher can decide how to group the children.

The **lesson** section suggests, in a step-by-step format, how the lesson could be taught and the worksheets used.

The **answers** section provides answers to all worksheet activities, to save teachers time. Some answers will vary and therefore need a teacher check, depending on children's personal experiences and opinions.

### Title of activity

TEACHERS  
NOTES

MIND YOUR MANNERS!

**Objective:** Practise the common social functions in the everyday context of class and school and through improvisational drama.

<p><b>Activities covered</b></p> <ul style="list-style-type: none"> <li>Responding to different situations in writing and through role-play</li> <li>Deciding which comments are suitable (polite and impolite)</li> <li>Discussing answers with the class</li> <li>Suggesting polite and impolite ways of responding to situations</li> <li><b>Pair work</b> – role-playing situations</li> </ul> <p><b>Background information</b></p> <p>This lesson makes children aware of certain social functions, such as introducing someone, thanking a person for a gift and saying things in a polite and inoffensive way. The best way for children to learn the correct way is through role-play and watching others. Discussion in this lesson is important. This type of lesson can be done <del>supervised</del> again, focusing each time on a different social function.</p> <p><b>Before the lesson</b></p> <p>The teacher can have similar examples ready to present to the children for discussion. The class will be divided into pairs.</p> <p><b>The lesson (Pages 48 and 49)</b></p> <p>Children respond to situations on their sheet by writing a polite reply. Children role-play responding to situations in a polite manner. Children decide which statements are impolite. Children discuss ways of making impolite statements polite. <b>Pair work</b> – role play a choice of situations in both a polite and impolite manner and perform them to the class.</p>	<p><b>Answers</b></p> <p>1. Answers will vary. Here are some examples:</p> <p>(a) 'I really like your project – you have worked so hard on it.'</p> <p>(b) 'What is the matter? Is there anything I can help you with?'</p> <p>(c) 'Thank you very much for the lovely gift. I have wanted this book for ages!'</p> <p>(d) 'Mrs. Brown, may I introduce my parents, Mr. and Mrs. Gook?'</p> <p>(e) 'Thank you for taking me to the cinema. I really enjoyed the film.'</p> <p>(f) 'Mum! Thanks, Dad, this is yummy!'</p> <p>2. Teacher check</p> <p>(a) 'polite'</p> <p>(b) impolite: 'Your poster is colourful, but there are a few words that I can't clearly read.'</p> <p>(c) impolite: 'Thank you for the pen.'</p> <p>(d) impolite: 'Your shoes look good on you, but I prefer black ones.'</p> <p>(e) impolite: 'I'm sorry I can't come to your house today but I've already made plans. Could we do it another day?'</p> <p>(f) impolite: 'Thanks for cooking Mum, but this would not be one of my favourite dishes.'</p> <p>(g) polite</p> <p>5. Teacher check</p> <p><b>Additional activities</b></p> <p>This same lesson can be done with other social functions. For example: expressing disapproval, taking part in simple commercial transactions (playing shop), asking questions to get views and feelings, showing support and giving directions.</p> <p>Children can discuss how they can be polite in the classroom and playground.</p> <p>Children can read poems about manners and comment or role-play. For example, <i>Would you do that at home?</i> by Steve Turner. <i>Said the boy to the dinosaur</i> by Colin McNaughton or <i>Kids</i> by Spike Milligan.</p>
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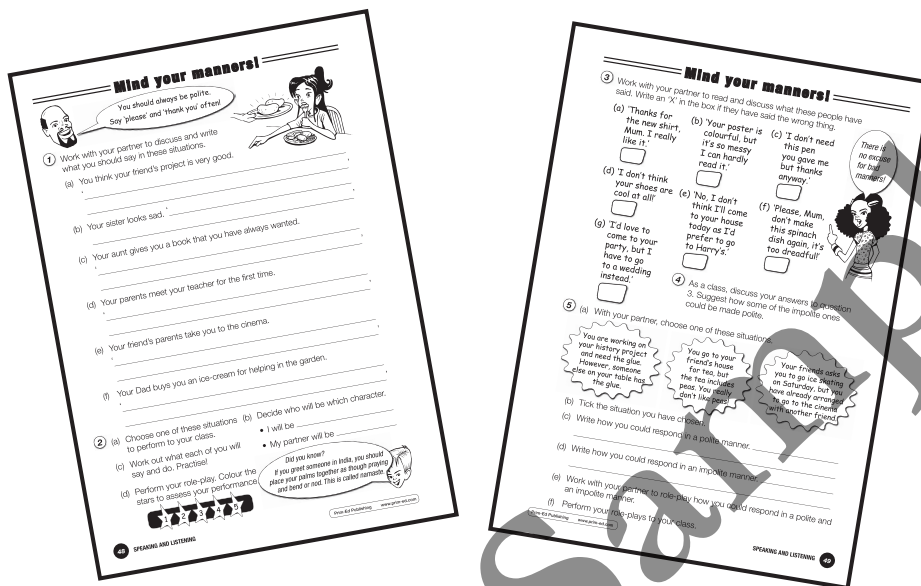
SPEAKING AND LISTENING    45

The **additional activities** section can be used to further develop the objectives being taught, as consolidation or extension. Suggestions for suitable websites are sometimes included, to enhance and combine language and ICT learning. Suggestions for stories and poems for children to listen to, read aloud and/or discuss, are also sometimes provided.



## CHILDREN'S WORKSHEETS

*Each page of teachers notes is followed by two worksheets for children to complete. A variety of worksheets are provided, which may require children to read, discuss, answer questions, write, draw, record thoughts or opinions, follow instructions etc.*



### ADDITIONAL TEACHER INFORMATION

There is much group work, pair work and class work in these lessons. Teachers should not feel daunted by this. Even though it is an oral language lesson, there must be structure to it. Guidelines need to be given to children as to what they can and cannot do. During group work and pair work, teachers should walk around, assisting where necessary. If a teacher thinks it is necessary, a group leader can be appointed. Change these positions from time to time. Children should be moved around in pairs or in groups so they get to communicate with children they have not had much contact with. Teachers can explain to children that this will happen from time to time and children should not show dissatisfaction when placed with others – there will be times when they can be with their friends. The teacher should decide who will make up the pairs/groups before the lesson begins.

Some allowance has to be made for less able children, or children who are extremely shy. The teacher should, in such cases, be encouraging and try to involve the child in the activity. There are also children who are very confident about speaking out loud, and such children could dominate activities. This should be gently discouraged!

The teacher is obviously the best person to set the example of how we should communicate orally. Teachers should, in most cases, correct children when they use slang or an incorrect word, but the teacher should always approach this in a friendly and sensitive manner.

As the lessons are photocopiable, a suggestion is that all speaking and listening worksheets be kept in a folder, or children could have their own 'speaking and listening portfolio'. Then, at the end of the year, it can be clearly seen what oral language has been covered and there won't be worksheets lying all over the place.

A few websites have been included. Although these have been checked, the teacher should check again before using them. There is a large number of great websites that would enhance many of these lessons and teachers should make use of them with their children.

Interesting facts are also included on many of the worksheets.

Suggestions for poetry, mostly humorous poetry, have been provided. Obviously, poetry is not always funny, but at this level we don't want children becoming afraid of poetry. Rather, we want them enjoying and understanding it. Teachers must use their discretion about extra reading for the lessons, and use whatever they think will best suit their class.

Some teachers may feel a little uneasy about teaching speaking and listening as it is a lesson of talking, something we are always telling children not to do! The teacher has the ability to set the correct tone for the lesson, and provided guidelines have been explained to the children, there should be no problems. If lessons are going to be particularly noisy, there is no harm in taking the lesson to the playground, if the weather permits! Oral language lessons should be lessons that both the teacher and children look forward to.

Have fun!

The activities in *Speaking and listening – Middle* have been written to match the 3rd and 4th Class oral language-related objectives of the English language curriculum for Ireland.

Activity title	Strand	Strand unit	Objective
Harder words	Receptiveness to language	Oral language	<ul style="list-style-type: none"> <li>Experience the teacher's use of challenging vocabulary and structure.</li> </ul>
Listen!	Receptiveness to language	Oral language	<ul style="list-style-type: none"> <li>Listen to, retell and tape a narrative or a description, taking turns giving the account.</li> </ul>
Follow the instructions!	Receptiveness to language	Oral language	<ul style="list-style-type: none"> <li>Give and follow instructions on how to perform a particular task or process.</li> </ul>
Speak up!	Receptiveness to language	Oral language	<ul style="list-style-type: none"> <li>Become increasingly aware of the importance of voice, audibility and clarity of enunciation in communicating with others.</li> </ul>
No words!	Receptiveness to language	Oral language	<ul style="list-style-type: none"> <li>Use mime to convey ideas, reactions, emotions, desires and attitudes.</li> </ul>
Sound it out!	Receptiveness to language	Oral language	<ul style="list-style-type: none"> <li>Discuss the use and effect of music, sound effects and non-verbal clues in audio tapes, videotapes and film clips.</li> </ul>
Picture this	Receptiveness to language	Reading	<ul style="list-style-type: none"> <li>Understand the relationship between text and illustration.</li> </ul>
What is your opinion?	Competence and confidence in using language	Oral language	<ul style="list-style-type: none"> <li>Give and take turns in speaking and experience a classroom environment in which tolerance for the views of others is fostered.</li> </ul>
Talk about it	Competence and confidence in using language	Oral language	<ul style="list-style-type: none"> <li>Initiate conversations and respond to the initiatives of others in talking about experiences and activities.</li> </ul>
Stay on the subject!	Competence and confidence	Oral language	<ul style="list-style-type: none"> <li>Present ideas that are relevant to the subject and in a logical sequence.</li> </ul>
Make it short and sweet!	Competence and confidence	Oral language	<ul style="list-style-type: none"> <li>Summarise and prioritise ideas.</li> </ul>
Wise words	Competence and confidence	Oral language	<ul style="list-style-type: none"> <li>Discuss the meanings and origins of words, phrases and expressions with the teacher.</li> </ul>
New words	Competence and confidence	Oral language	<ul style="list-style-type: none"> <li>Become aware of new words and new connotations of words through his/her reading and writing experience.</li> </ul>
Opposite or not?	Competence and confidence	Oral language	<ul style="list-style-type: none"> <li>Play synonym and antonym games.</li> </ul>
Naming or doing?	Competence and confidence	Oral language	<ul style="list-style-type: none"> <li>Become familiar with the functions of words without necessarily using technical grammatical terms.</li> </ul>
Mind your manners!	Competence and confidence	Oral language	<ul style="list-style-type: none"> <li>Practise the common social functions in the everyday context of class and school and through improvisational drama.</li> </ul>
Express it!	Competence and confidence	Oral language	<ul style="list-style-type: none"> <li>Make lists of local expressions and words.</li> </ul>
Rhyme time	Competence and confidence	Oral language	<ul style="list-style-type: none"> <li>Use improvisational drama to recreate well-known characters.</li> </ul>
Listen to a story	Competence and confidence	Oral language	<ul style="list-style-type: none"> <li>Hear, discuss and react to local storytellers.</li> </ul>
Look it up!	Competence and confidence	Reading	<ul style="list-style-type: none"> <li>Use simple dictionaries effectively.</li> </ul>
Design a crest	Competence and confidence	Writing	<ul style="list-style-type: none"> <li>Experience varied and consistent oral language activity as a preparation for writing.</li> </ul>
More information needed!	Competence and confidence	Writing	<ul style="list-style-type: none"> <li>Learn to use questions as a mechanism for expanding and developing a story.</li> </ul>

Activity title	Strand	Strand unit	Objective
Where's your full stop?	Competence and confidence	Writing	<ul style="list-style-type: none"> <li>Learn to use a wider range of punctuation marks with greater accuracy as part of the revision and editing process.</li> </ul>
All about your life	Developing cognitive abilities through language	Oral language	<ul style="list-style-type: none"> <li>Discuss issues that directly affect his/her life.</li> </ul>
Happy endings?	Developing cognitive abilities through language	Oral language	<ul style="list-style-type: none"> <li>Discuss a story being read and predict future events and likely outcomes in it.</li> </ul>
Can you help?	Developing cognitive abilities	Oral language	<ul style="list-style-type: none"> <li>Discuss different possible solutions to problems.</li> </ul>
How much do you know?	Developing cognitive abilities	Oral language	<ul style="list-style-type: none"> <li>Discuss what he/she knows of a particular topic or process as a basis for encountering new concepts.</li> </ul>
What would happen if?	Developing cognitive abilities	Oral language	<ul style="list-style-type: none"> <li>Discuss causes and effects in relation to processes and events and predict possible outcomes.</li> </ul>
Ask away!	Developing cognitive abilities	Oral language	<ul style="list-style-type: none"> <li>Listen to a presentation and discuss and decide which are the important questions to ask.</li> <li>Learn how to use the basic key questions.</li> </ul>
What interests you?	Developing cognitive abilities	Oral language	<ul style="list-style-type: none"> <li>Make presentations to the class about his/her own particular interests.</li> </ul>
What do you like?	Developing cognitive abilities	Oral language	<ul style="list-style-type: none"> <li>Justify personal likes and dislikes.</li> </ul>
Persuade them!	Developing cognitive abilities	Oral language	<ul style="list-style-type: none"> <li>Argue a point of view and try to persuade others to support it.</li> </ul>
A day in the life	Developing cognitive abilities	Oral language	<ul style="list-style-type: none"> <li>Explore historical events through improvisational drama.</li> </ul>
What do you think of this?	Developing cognitive abilities	Oral language	<ul style="list-style-type: none"> <li>Explore reactions to ideas through improvisational drama.</li> </ul>
Book parts	Developing cognitive abilities	Reading	<ul style="list-style-type: none"> <li>Know the structure and terminology of books.</li> </ul>
Can you remember?	Emotional and imaginative development through language	Oral language	<ul style="list-style-type: none"> <li>Describe everyday experiences to the class or group and discuss them.</li> </ul>
The best bit	Emotional and imaginative	Oral language	<ul style="list-style-type: none"> <li>Discuss favourite moments, important events and exciting characters in a story, play or poem.</li> </ul>
Who stars in your stories?	Emotional and imaginative	Oral language	<ul style="list-style-type: none"> <li>Express reactions to events and characters in stories.</li> <li>Discuss reactions to poems.</li> </ul>
Tell your story	Emotional and imaginative	Oral language	<ul style="list-style-type: none"> <li>Create and tell stories to the class or group and retell them after questioning, comparing the versions.</li> </ul>
Have some feelings!	Emotional and imaginative	Oral language	<ul style="list-style-type: none"> <li>Express feelings and attitudes through improvisational drama.</li> </ul>
In the future	Emotional and imaginative	Oral language	<ul style="list-style-type: none"> <li>Create and sustain imaginary contexts through improvisational drama.</li> </ul>
Poetry time	Emotional and imaginative	Oral language	<ul style="list-style-type: none"> <li>React to poems through improvisational drama.</li> <li>Dramatise stories.</li> </ul>
Fun with words	Emotional and imaginative	Oral language	<ul style="list-style-type: none"> <li>Experience and enjoy playful aspects of language.</li> </ul>

Viewing Sample

# Speaking and listening assessment proforma

Name

Class

Date

Curriculum strand

Curriculum strand unit

Curriculum objective

Task(s)

*The child was asked to:*

Assessment

<i>The child:</i>	<i>Demonstrated</i>	<i>Needs further opportunity</i>
<input type="text"/>	<input type="text"/>	<input type="text"/>

Teacher comment

<input type="text"/>
<input type="text"/>
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**Objective: Experience the teacher's use of challenging vocabulary and structure.**

## Activities covered

- Listening to the teacher
- Guessing meaning of words
- Discussing answers with the class
- **Group work** – writing sentences using new vocabulary
- Guessing meaning of words
- Looking up words in the dictionary
- Using new words orally

## Background information

Children should be encouraged to ask questions in class when they do not understand new vocabulary. This should be an ongoing process. Children should write new vocabulary and meanings in their own wordbook or spelling journal. Children should be encouraged to listen to how the teacher speaks.

## Before the lesson

The teacher can have more examples of challenging words (used in context) not used in this lesson.

The class will be divided into groups and then in pairs.

## The lesson (Pages 4 and 5)

The teacher reads a sentence and children must guess the meaning of the word on their worksheet (see answer section for sentence ideas).

These questions should be read one by one, with time given after each reading of a sentence for children to work out the meaning.

Children discuss their answers with the class and tick the correct meaning. At this point, teachers can re-read the sentence.

**Group work** – Children write three sentences using the new vocabulary.

Children read their sentences to the class.

Children guess the meanings of a list of words and then look up the meanings in a dictionary.

Children use all of the new vocabulary in oral sentences.

## Answers

- (a) an angry look (b) broken down (c) catch  
(d) danger (e) shy (f) deadly  
(g) large (h) hardly ever (i) prank  
(j) annoy (k) rough (l) on time

### Ideas for sentences:

- (a) Please don't **glare** at me like that; I've done nothing wrong!

- (b) This **ramshackle** house will have to be knocked down and built from scratch.
  - (c) The police think they will **capture** the thief soon.
  - (d) You will be in **peril** if you try to climb that high wall.
  - (e) The **timid** pupil was afraid to stand up and give a talk.
  - (f) Medicine can be **lethal** if not taken as instructed by the doctor.
  - (g) My backpack was too **bulky** to carry up the mountain.
  - (h) We are so good we **seldom** get sent to the principal's office.
  - (i) There was a bomb scare in town but it was a **hoax**.
  - (j) You should not **vex** your teacher early in the morning.
  - (k) The fabric of this jumper is so **coarse** it is scratching my skin.
  - (l) You should get up early and be **punctual** for school.
- 2–4. Teacher check
- (a) **scarce** – rare, few, uncommon, unusual
  - (b) **remove** – take away, get rid of, throw away, take off, expel, take out
  - (c) **mirth** – laughter, merriment
  - (d) **tremble** – shake, quiver
  - (e) **hefty** – heavy, bulky, muscular
  - (f) **conceal** – hide, cover up, disguise
  - (g) **placard** – poster, notice
6. Teacher check
- (a) handkerchief (b) Yes – A bantling is a brat!

## Additional activities

Children listen to the teacher describing familiar things. Children must decipher what the words mean and replace them with a word of similar meaning; for example, The fun ride was **exhilarating**. The pupils were very **obedient** and the teacher was proud of them.

Children can display difficult words and their meanings in the classroom, and be encouraged to use new vocabulary in their writing.

The class can look at words that the Irish language has given to the English language.

Children can look at unusual words and use them in context; for example, sark (vest), boolies (china), cowp (spill), gully (bread knife), rowk (mist or fog), gowk (apple core or someone who is very silly), stife (blue haze from hot fan) etc. Teachers can look at this website for ideas: [www.phrontistery.info/ihlstart.html](http://www.phrontistery.info/ihlstart.html)

Children can read challenging poetry.

The teacher can give the children a challenging passage using all new words that have been learnt and children can write it in the language they know. This activity can also be done the other way around.

**Objective: Listen to, retell and tape a narrative or a description, taking turns giving the account.**

### Activities covered

- Listening to the teacher, writing keywords
- **Group work** – describing one aspect of an object, verbally and in writing
- **Group work** – recording descriptions
- **Group work** – listening to and assessing descriptions
- Retelling descriptions, guessing objects

### Background information

In this lesson, children must listen carefully and take note of key points in order to retell what they have heard, using their own words. The teacher must tell children to listen carefully and try to remember as much as they can.

### Before the lesson

Tape recorders will be required.

The class will be divided into groups.

### The lesson (Pages 6 and 7)

The teacher reads a description of an object. (See answers section for lunchbox example).

Children write down keywords relating to the description.

**Group work** – Each child in the group describes one aspect of the object; for example, colour or size.

Children write descriptions on their worksheet.

Children record their description, each child describing his/her aspect of the object.

Children listen to their own recording.

The teacher rereads the description.

Children listen to all recordings.

Children assess their descriptions.

Children describe two objects in the classroom to their group. The group retells the description and guesses what the object is. (This activity can be done while groups are waiting to use the recorder for taping if the teacher does not have enough for each group.)

### Answers

1. **An example of a description:** It is hard and often square or rectangular, although it can be other shapes. It has a lid that fits tightly. It can come in various sizes but generally is able to fit into a schoolbag. It can be any colour, although clear is very common. It could have nice goodies inside!  
(LUNCH BOX)

2. – 4. Teacher check

### Additional activities

Listen to a story and retell it from a certain character's point of view. For example, retell the story of Cinderella from an ugly sister's point of view.

Children describe Ireland to someone who lives in another country.

Children can describe their own town area, focusing on the positive aspects.

Children display descriptive words in the classroom for a particular topic; for example, my school, my area, my class.

The teacher can point out how descriptive words are used in advertising.

Children can read descriptive poetry; for example:

#### Colours

You say to me that you see red,  
But there are so many colours you could see instead!

There's the green of the rich and quilted slopes,  
The brown of the farm soil, raising hopes,  
The fawn of a gentle and big-eyed deer,  
The blue-black of sky as night draws near,  
The white of the snow as it's fallen anew,  
The sparkling silver – a droplet of dew,  
The turquoise of a calm and inviting sea,  
The black and bright yellow of an overworked bee,  
The emerald of trees as they dance together,  
The grey of the clouds bringing wet weather,  
The shaded pinks of the flowers outside,  
The gold of autumn leaves where creatures hide,  
The purple of a monarch's stately gown,  
The scarlet nose of a practising clown,  
The blue of a child's innocent eyes,  
The orange horizon denoting sunrise.

So consider the colours of the rainbow instead!  
Look all around you and stop seeing red!

# Harder words



In this lesson we are going to learn harder words. Try to use them in your conversations.

- 1 Listen to the teacher and circle what you think these words mean.

(a) glare—  
an angry look  
shine  
swear

(b) ramshackle—  
beautiful  
broken down  
large

(c) capture—  
hug  
catch  
shoot

(d) peril—  
love  
trouble  
danger

(e) timid—  
shy  
tiny  
naughty

(f) lethal—  
expensive  
helpful  
deadly

(g) bulky—  
empty  
large  
colourful

(h) seldom—  
hardly ever  
always  
never

(i) hoax—  
prank  
object  
plan

(j) vex—  
insult  
help  
annoy

(k) coarse—  
fluffy  
rough  
cheap

(l) punctual—  
on time  
neat  
quiet

- 2 Discuss your answers with your class and tick the correct answers! How many did you get correct?

- 3 Work as a group to choose three of the words above and use them in sentences of your own.

- (a) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
(b) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
(c) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 4 Read your sentences to the class.

You should listen to the way your teacher speaks!



## Harder words

5

Word	Your meaning	Dictionary meaning
(a) scarce	<hr/> <hr/>	<hr/> <hr/>
(b) remove	<hr/> <hr/>	<hr/> <hr/>
(c) mirth	<hr/> <hr/>	<hr/> <hr/>
(d) tremble	<hr/> <hr/>	<hr/> <hr/>
(e) hefty	<hr/> <hr/>	<hr/> <hr/>
(f) conceal	<hr/> <hr/>	<hr/> <hr/>
(g) placard	<hr/> <hr/>	<hr/> <hr/>

6 Work with a partner to use each of the words in Question 5 in an oral sentence.

We used  out of 7 words in oral sentences.

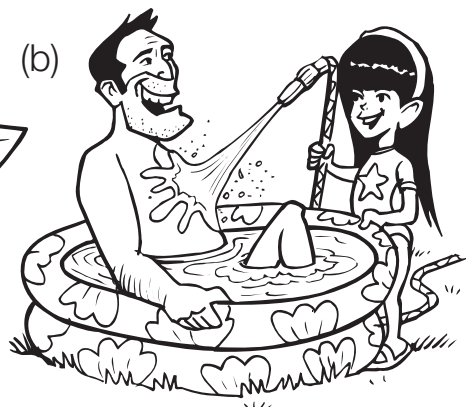
7

(a)

Can you guess what a muckender is?



(b)

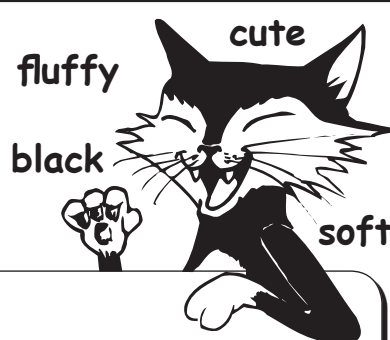


Is this child a bantling?

# Listen!

- 1 Listen to your teacher giving a description. Write down the keywords.

*We are going to describe things!*



- 2 Each person in your group must describe the object, each of you using one of these headings. Write down each description.

(a) colour \_\_\_\_\_

(b) size \_\_\_\_\_

(c) shape \_\_\_\_\_

(d) use \_\_\_\_\_

(e) texture \_\_\_\_\_

*Describing words are called adjectives.*



- 3 (a) Record your description and listen to it.

- (b) Listen to your teacher reading the passage again.

- (c) How well did your group describe the object?

very well

well

not well



# Listen!

- ④ (a) Choose two objects in your classroom. Do not tell anyone what they are!  
 (b) Describe the two objects in the tables below.

Object 1 is \_\_\_\_\_

colour	
size	
shape	
use	
texture	

Object 2 is \_\_\_\_\_

colour	
size	
shape	
use	
texture	

- (c) Use your notes to retell your descriptions to your group. (Don't look at the object when you are describing it, or else you will give it away!)  
 (d) Your group needs to guess which objects you have described.

• Did your group guess object 1?

yes no

• Did your group guess object 2?

yes no

**Objective: Give and follow instructions on how to perform a particular task or process.**

## Activities covered

- Drawing pictures for instructions
- Writing instructions to go with pictures
- **Pair work** – giving clues (directions) to find pictures

## Background information

In this lesson, children are working with giving instructions and directions. The class can discuss when in life we follow instructions and directions; for example, reading a map, reading a recipe, building a model, reading road signs etc.

## Before the lesson

The teacher can bring to school various food labels/items that have cooking instructions on them for children to look at.

The teacher could show children a saucepan, salt, pasta, a wooden spoon and some pasta sauce to help them draw their answers to Question 1.

The class will be divided into pairs.

## The lesson (Pages 10 and 11)

Children draw pictures on their worksheet to go with the instructions for cooking pasta.

Children write instructions for given pictures, showing how to wash your hands.

**Pair work** – Children decide where the treasure is buried and must give verbal directions to their partner on how to find it.

## Answers

1. Teacher check
2. Answers could vary, but could include:  
*Turn on the tap.*  
*Wet your hands.*  
*Rub soap on your hands to wash them.*  
*Turn off the tap.*  
*Dry your hands.*
3. – 4. Teacher check

## Additional activities

Children can write instructions for the pet-sitter on how to take care of their pet.

Children can write instructions on how to be good in class!

Children can bring from home food labels/packages where instructions are given. These can be displayed in the classroom.

Origami can be done in pairs, children helping each other to get it right. A website containing simple origami:

[www.enchantedlearning.com/crafts/origami/](http://www.enchantedlearning.com/crafts/origami/)

Children can do simple Irish crafts following simple given instructions.

Children can read different recipes and follow them to make some delicious snacks.

Children assemble objects/toys—for example, Lego® models—with one child giving directions and the other building.

**Objective: Become increasingly aware of the importance of voice, audibility and clarity of enunciation in communicating with others.**

### Activities covered

- Listening to teacher – writing words
- **Pair work** – reading poem, first mumbling, then speaking clearly

### Background information

This lesson focuses on speaking clearly and pronouncing words properly. This is an ongoing process throughout the year; this lesson just shows children how speaking clearly can make a big difference. The teacher should explain that if we want others to listen to us, they must be able to understand us!

### Before the lesson

The teacher can have a passage/poem/short story which will be read to the class. (See answers section for an example.)

The teacher can practise reading something by mumbling.

The class will be divided into pairs.

### The lesson (Pages 12 and 13)

The teacher reads a passage/poem/short story in a mumble.

Children write down any keywords they heard.

The teacher reads the passage again, this time speaking clearly and pronouncing the words properly.

Children again write down any keywords they heard.

The teacher can discuss with the class the difference between the two readings.

**Pair work** – Children read the given poem in a mumble, then reread it clearly, pronouncing all the words correctly. Some pairs can read the poem to the class.

### Answers

An example of a reading that can be read to the class:

#### **Hungry**

Mum, I'm almost withering away,  
I've had almost nothing to eat today!  
Why for breakfast, I munched an orange on toast,  
And leftover egg with Sunday roast.  
I slurped pea soup and a cup of tea,  
That isn't enough, I know you'd agree!  
For lunch, all I had was spinach pie,  
And chopped up liver on mouldy rye.  
I picked six wormy apples from the apple tree,  
Why I'm so famished, you can clearly see!  
Then for dinner, I nibbled on six lamb chops,  
With pigs' feet, brussels and corn pops.  
Then bread and Marmite™ mixed with ham,  
And two tins of outdated spam™.  
So, Mum, quick, bring me food on a tray!  
I've had almost nothing to eat today!

### Additional activities

Children role-play talking clearly and appropriately to different people; for example, a friend's parents, the Queen of England, the president, an uncle etc.

Children listen to and copy different accents.

Children read poetry using correct pronunciation; for example, *The Squirrelle* by Spike Milligan and other nonsense poetry. Dr Seuss books would be an excellent way of getting children to pronounce words correctly, especially those books with nonsense words.

# Follow the instructions!

1 Draw a series of pictures to go with these instructions.

(a)

Bring a large pan of slightly salted water to the boil.

(b)

Add the pasta and bring back to the boil.

(c)

Boil for about ten minutes, stirring every now and then.

(d)

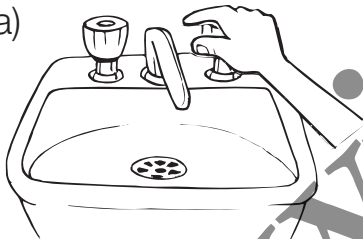
Drain well.

(e)

Serve tossed in sauce.

2 Write instructions to go with these pictures.

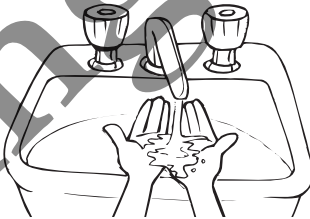
(a)



\_\_\_\_\_

\_\_\_\_\_

(b)



\_\_\_\_\_

\_\_\_\_\_

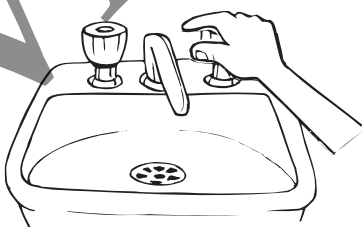
(c)



\_\_\_\_\_

\_\_\_\_\_

(d)



\_\_\_\_\_

\_\_\_\_\_

(e)



\_\_\_\_\_

\_\_\_\_\_

3 Discuss your answers with your teacher.

## Follow the instructions!

- 4 (a) Look at this treasure map. Decide where the treasure is buried and give your partner clues on how to find it. Make him or her go through a series of steps to get there, starting at the sailing ship.



- (b) When you have finished, mark the buried treasure using an 'X'.

- (c) Did your partner find the treasure?

yes

no

- (d) Were your instructions easy to follow?

yes

sometimes

no



# Speak up!



When we speak, others must be able to hear what we are saying.

You should always speak clearly!



- 1 (a) Listen to your teacher. Write down any words that you heard.

Handwriting practice area with five horizontal lines.

- (b) How many words did you write? \_\_\_\_\_

- 2 (a) Listen to your teacher again. Write down keywords that you heard this time.

Handwriting practice area with five horizontal lines.

- (b) How many words did you write? \_\_\_\_\_

- 3 (a) Which reading did you hear the most words for?

1st  
reading

2nd  
reading

- (b) Why? \_\_\_\_\_

Handwriting practice area with two horizontal lines.

# Speak up!

## 4 Pair work:

- (a) Read this poem to each other, first mumbling it, then saying it very clearly together.

Did you know?

A tribe of people called the San people talk only with a series of clicks!



### 12 o'clock feeding

We tiptoed quietly down the wooden stairs,  
clutching our favourite teddy bears.  
Our tummies were rumbling, we needed to eat,  
we sneaked to the kitchen in slippers feet.  
We took out crisps and bread and jam,  
as well as cheese and honeyed ham.  
We found some nuts and a piece of cake,  
leftover chips and garlic steak.  
It wasn't enough, we needed more,  
we pulled out sausages from the freezer drawer.  
We fried them quickly in a pan,  
and dished out baked beans from a can.  
Then there we sat with our mountain of food,  
I wasn't sure now if we were quite in the mood.  
All of this bustling had made us quite tired,  
there was a sleepiness we'd all acquired.  
We nibbled a little, our appetites ceased.  
The Sandman had ruined our midnight feast.



- (b) Which reading sounded better?

Mumbled

Clear

## 5 Write the words that were the most difficult to pronounce properly.

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**Objective: Use mime to convey ideas, reactions, emotions, desires and attitudes.**

## Activities covered

- Writing and drawing a wish and a job
- Miming a wish and a job
- **Pair work** – writing conversation
- Miming conversation
- Self-assessment

## Background information

Mime should already have been introduced in 1st and 2nd class, but the teacher can recap what has been learned. The teacher must explain to children that actions need to be exaggerated in order to get their message across.

## Before the lesson

The class will be divided into groups of about six children and then into pairs.

## The lesson (Pages 16 and 17)

The teacher can briefly discuss what mime is and how it should be done.

Children write and draw on their sheet a wish that they have and a job they would like to do.

Children mime this wish and job to their group, who must try to guess what they are.

Children write if the group guessed correctly.

**Pair work** – Children write down a conversation between an angry teacher and a child.

In pairs, children practise this conversation, using mime only.

A few of the pairs can present their mime to the class if there is time.

## Answers

- 1–2. Teacher check
3. Answers will vary, but an example is:  
**Teacher:** Why on earth is this homework not done?  
**Child:** Well, Mrs Brown, there was a fierce wind last night ...  
**Teacher:** I don't care about the weather boy! Where is your work?  
**Child:** But Mrs Brown, the wind took our roof off!  
**Teacher:** Why did you need a roof to complete your work?  
**Child:** Well, Mrs Brown, I did my work, but without a roof the rain ruined it!
4. Teacher check

## Additional activities

Children can have conversations using mime only.

Look at mime in Ireland.

Discuss the history of mime. Teachers can get some information on this website: [www.mime.info](http://www.mime.info)

Children can use mime in other subjects; for example, to show different stories from history.

Children can mime poetry. For example:

### Wishing well

If I could be granted a wish,  
I think that it would be,  
To have a giant trampoline,  
Just for my friends and me.

I'd have a sparkling swimming pool,  
And a leopard as a pet.  
I think I'd own an ice-cream shop,  
and my very own Lear jet.

I'd have a gigantic bedroom,  
Stuffed with games and toys,  
A designer wooden treehouse,  
With a plaque saying 'Only boys!'

I'd have a larder packed with chocolate,  
And my own designer cook,  
Who specialised in pizza,  
And had written his own book.

I think I'd have a playground,  
And my very own football club,  
I'd be chauffeured in my limo,  
Complete with loo and tub.

I'd have the latest Playstation™,  
And a hundred-foot TV.  
And as for quads and go-karts,  
Why, I'd have more than three!

But, oops, I'm getting carried away,  
One wish is not enough!  
I need a bunch of genies  
To order all this stuff.

**Objective:** Discuss the use and effect of music, sound effects and non-verbal clues in audio tapes, videotapes and film clips.

### Activities covered

- Listening to and watching TV excerpt
- Answering questions
- Discussing answers to questions
- **Group work** – presenting a reading of a poem using sound effects

### Background information

Children will often sit mesmerised in front of the TV screen, totally unaware of all the tactics used to entice them and hold their attention. This lesson focuses on one aspect—sound. The idea is not to put children off watching TV (as if!) but rather to make them aware of the different components. Other lessons can focus on colour, special effects, acting etc.

### Before the lesson

The teacher must have a TV excerpt where sound effects and music are used. This can be part of a programme, film or advert.

### The lesson (Pages 18 and 19)

The teacher can briefly discuss how music and sound effects are used in films, programmes, adverts etc.

Children watch the TV excerpt the teacher has chosen.

Children answer questions about the TV excerpt.

Children discuss all their answers with the class.

**Group work** – Children read a poem and add sound effects.

Children present their poem to the class.

Children discuss which would be more effective: a poem with or without sound effects.

### Answers

Teacher check

### Additional activities

For homework, children can watch TV and take note of sound effects and music used, writing brief notes. Children must then report their findings to the class.

Children can be given the particulars of a product, and they must then make up a jingle for it.

Children can read sound poems and bring items from home to make sound effects suitable for the poem. This could be done in groups.



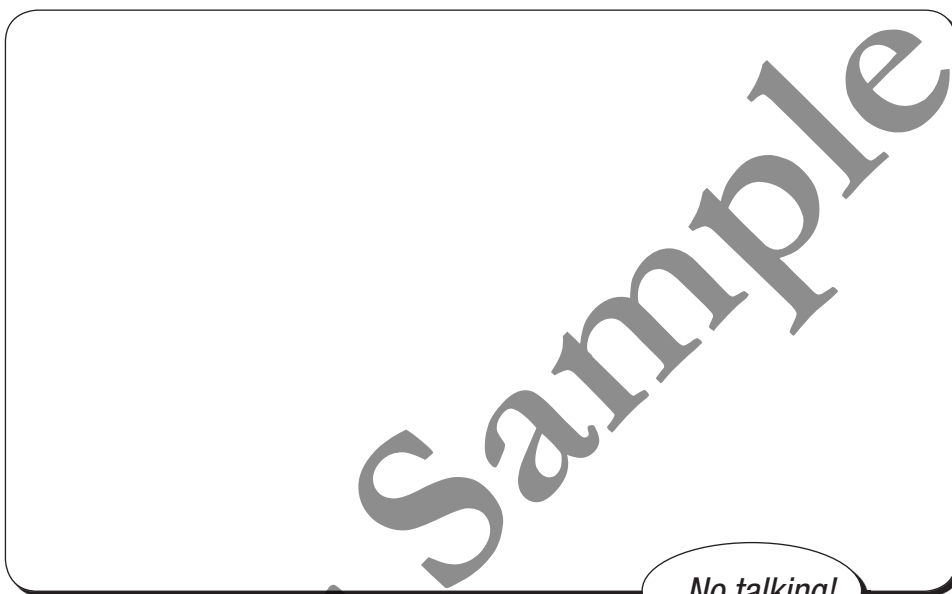
## No words!

To mime means to act without words. Your actions will have to show what you are trying to say.

1 Think of something you really wish for.

(a) What is it? \_\_\_\_\_

(b) Draw it below.



(c) Mime it for your group.

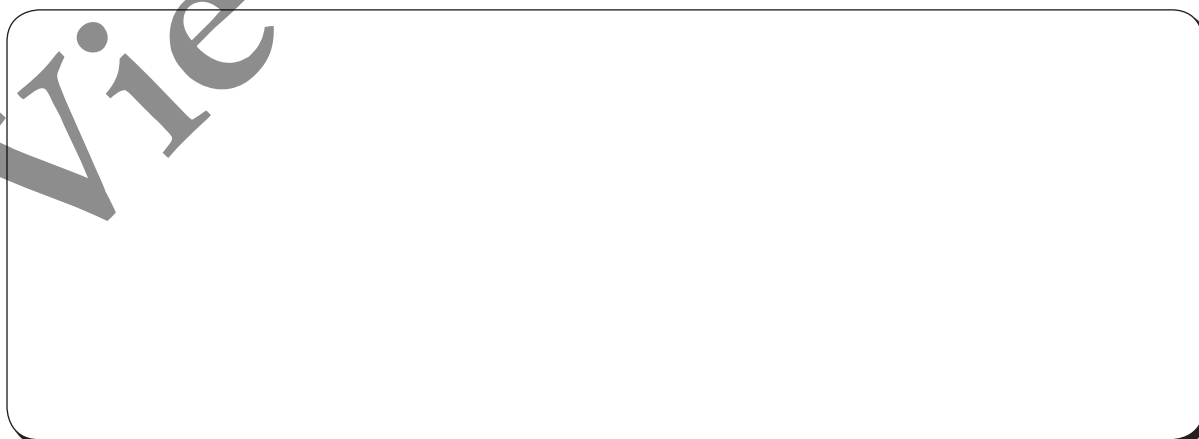
(d) Did your group guess what your wish is? \_\_\_\_\_



2 Think of a job you would like to do when you are an adult.

(a) What is it? \_\_\_\_\_

(b) Draw it below.



(c) Mime it for your group.

(d) Did your group guess what your chosen job is? \_\_\_\_\_



## No words!

- ③ Work with a partner to write a conversation between an angry teacher and a child.

Some ideas are:

Child has not done homework.

Child has taken another child's pen.

Child has forgotten his/her sports kit.

Child has been talking during assembly.



Teacher:

Child:

Teacher:

Child:

Teacher:

Child:

Teacher:

Child:

- ④ Now try to mime it!
- ⑤ Colour the stars to assess your mime.



# Sound it out!



*Do you notice the music and sound effects when you watch TV?*



1 Watch the TV excerpt the teacher shows you and answer these questions.

(a) What did you watch?

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(b) What sound effects were used?

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(c) What effect did they have?

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(d) What kind of music was used?

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(e) How did the music help?

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2 Can you think of a jingle used on TV? What does the jingle advertise?

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3 Why do adverts make use of sound effects and music?

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4 Discuss your answers with the class.

*Be aware of sounds and music when you are watching TV!*



## Sound it out!

- 5 Work as a group to practise and perform this 'noisy' poem to your class.

*Make sure that every member of your group:*

- (a) reads part of the poem
- (b) makes at least one of the sound effects
- (c) writes on the poem what he/she has to do.

### ***Silence is not golden***

*The house is crowded with,  
shattering, crackling, shrieking  
sounds of  
children running, talking,  
whispering, shouting, calling.  
'Bang!' goes the door,  
feet on the wooden floor.  
Plates are rattling and glasses  
tinkling,  
water running, cutlery clanging,  
music blaring, TV chatting,  
drawers are squeaking and  
skateboards scraping.  
Soon the windows will shatter  
with the fullness of it.  
The noise will go spilling out  
onto the street.  
And the house will be quiet,  
and the comfort,  
gone.*



**Objective: Understand the relationship between text and illustration.**

## Activities covered

- Listening to teacher, drawing picture
- Matching pictures and sentences
- **Pair work** – writing sentences that suit the picture and reading them aloud to the class

## Background information

This lesson makes children aware of the association between text and pictures. Children must come to notice that pictures in stories, poems, articles etc. often relate to the words and can give us more information. The teacher should bring examples to class of how pictures enhance the text.

## Before the lesson

The teacher can have ready a passage that can be read to the class which the children must draw. (See below for an example.)

The teacher should have a few examples of where illustrations have been used; for example, in poetry books, photos in the newspaper, advertising leaflets, fairytales, recipes, instructions.

The class will be divided into pairs.

## The lesson (Pages 22 and 23)

Children listen to the teacher telling a story/reading passage/reading a poem and draw a picture to go with it.

Children match pictures and sentences.

**Pair work** – Children discuss and write sentences to go with given pictures.

Children read out Question 3 sentences to the class.

Children draw pictures to match the sentences.

## Answers

1–4. Teacher check

Example of a passage that can be read to the children:

*James and Marie couldn't wait to get to the zoo. It was a freezing cold day but they didn't notice. James had seen elephants on TV and had read hundreds of books about them, but he had never actually seen them with his own eyes. Marie, on the other hand, was mad about reptiles. While her friends went into a frenzy when they saw pictures of snakes, Marie was fascinated. Once they got through the zoo gates, there was no stopping them. James found the elephants and just stood there and stared at them. He said he was in heaven. Marie ran from one reptile cage to another; there were so many snakes and lizards to see.*

*James and Marie reluctantly looked at a few other animals but spent most of their day observing the creatures they had dreamed about. They were the last to leave the zoo, and the gate had even been locked! Their parents had to almost drag them away with a promise that they would visit once a month.*

*Many years later, James became a game ranger in a South African wildlife reserve, elephants being among the animals under his care. Marie worked in a Snake Park in Australia. The pair of them write the most fascinating emails to each other about their various adventures with the creatures they love.*

## Additional activities

Children can match photos and captions.

Children can bring photos from home and add a caption. These can all be displayed in the classroom.

Children can look at websites to do with comics and comic strips; for example, [www.ninjabilly.com](http://www.ninjabilly.com), [www.webcomics.com](http://www.webcomics.com) or [www.simpsoncrazy.com/gallery](http://www.simpsoncrazy.com/gallery). Teachers should check the contents first.

Children can draw pictures to go with a poem; for example:

### Primary zoo

Our classroom is just like the zoo,  
with creatures tame and wild,  
some with habits peculiar,  
and some with manners mild.

There are the colourful parrots,  
and all they do is yak,  
and then we have some lemmings,  
it's sense that they do lack.

There's those that strut about like lions,  
kings of the jungle are they,  
and hairy big orang-utans,  
that simply want to play.

We also have a variety of snakes,  
of the venomous sort,  
and an array of spindly spiders,  
in whose web you might get caught.

We have some snobby, snooty cats,  
their noses stuck in the air,  
and prickly, stickly porcupines,  
of them you must beware!

Gratefully, there are gentle lambs,  
who never hurt or shout,  
and quiet, squeaky little mice,  
who live in fear no doubt!

Yes, our room is full and noisy,  
with beasts of every kind.  
The zoo keeper, Miss Krout, says,  
We drive her out her mind!

**Objective: Give and take turns in speaking and experience a classroom environment in which tolerance for the views of others is fostered.**

### Activities covered

- Writing down opinions
- Responding to comments
- Reading text, giving own opinion
- Discussing all answers with the class
- Surveying opinions

### Background information

When any type of oral language takes place in the classroom, children must be encouraged to take turns in speaking, as well as respecting and accepting the views of others. It is important that children are told to always speak one at a time, and not to criticise the opinions of others. Teachers should explain to children that they do not have to agree with others, but should be tolerant of others' ideas.

### Before the lesson

The teacher should have ready points for discussion as to how we can accept the views of others.

The teacher should introduce various outrageous/unpopular views to get children used to accepting different views. For example, visit the website of The Flat Earth Society [www.flat-earth.org](http://www.flat-earth.org)

### The lesson (Pages 24 and 25)

Have a class discussion about different views and how we can accept the opinions and ideas of others.

Children write their opinions on various different things.

Children respond to statements, not necessarily agreeing with but accepting the views of others.

Children read the text and comment on Jim and Carla's views.

All answers to be discussed with the class and opinions surveyed.

### Answers

1. Teacher check
2. Answers will vary, but could include:
  - (a) 'I like broccoli with cheese.'/'Broccoli is not my favourite vegetable.'
  - (b) 'I seem to take hours to do my homework every day.'/'I would not like more homework because then I would have no time to play.'/'I love doing homework, so I wouldn't mind getting more.'
  - (c) 'Manchester United are good, but Arsenal score more goals.'/'Lots of people support Manchester United, so they must be the best.'
- 3–4. Teacher check

### Additional activities

Children can make up ridiculous statements and they must tell the class, who should try not to ridicule or laugh! For example, they might say 'My grandmother is a secret spy!'

Children can give their opinions about a particular topic from another subject—for example, nutrition in science—and these opinions can be displayed in the classroom.

Children can read different poems and give their honest opinions on them. A variety of poems could be chosen; for example, *My dad's amazing* by Ian Souter and *Horace* by Terry Jones. Poems chosen should evoke interesting responses.

Children can read the following poem and discuss the opinions of the different family members.

#### *Almost a family affair*

Now on Sundays, our family sits down to a feast,  
of an assortment of veges and carved-up roast beast.  
Jamie loves potatoes all covered in sauce,  
Josh likes the trifle, with ice-cream of course!  
Jason wants gravy all over his plate,  
and beef puts Dad in an excitable state.  
Luke adores peas though we can't think of why,  
and Shaun, Yorkshire pudding, eaten just dry.  
Spot chews the bone once we're all done,  
and Fluffy eats scraps, leaving us none.  
Yes, we all have a favourite part of the meal,  
although Mum seems to get a slightly raw deal.  
I don't think roast dinner's Mum's first choice food,  
because she doesn't eat much and seems in a mood!  
She gets even worse when it's time to clear away,  
You'd swear she didn't enjoy being in the kitchen all day!

# Picture this!

- 1 Listen to your teacher. Draw a picture to go with what the teacher has read.



*Pictures can give us more information!*



- 2 Match the sentences with the most suitable pictures.

(a) It would be great if Jenny were here now.

• •



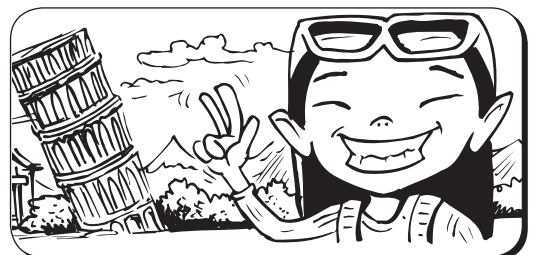
(b) He yells at us for doing that!

• •



(c) Everyone should have a hobby that helps them to relax.

• •





## Picture this!

- 3 Work with a partner to write sentences to go with these pictures.  
Read your sentences out to the class.

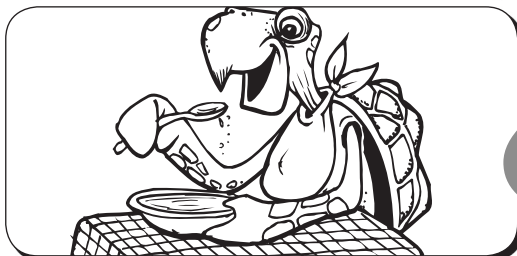
(a)



(b)



(c)

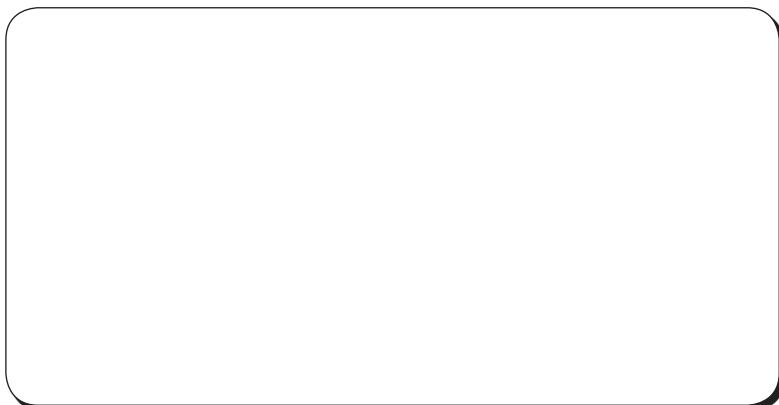


- 4 Draw pictures to illustrate these sentences.

(a) Sue and Abdul were best friends.



(b) The policeman chased the robber.





# What is your opinion?



We all have our own opinions on things.

Some of us may love history, while others prefer maths!

*Always respect other's views even though they may not be the same as yours.*



1 What is your opinion of the following?

- (a) pizza \_\_\_\_\_
- (b) trampolines \_\_\_\_\_
- (c) geography \_\_\_\_\_
- (d) milk \_\_\_\_\_
- (e) dinosaurs \_\_\_\_\_
- (f) football \_\_\_\_\_
- (g) the colour pink \_\_\_\_\_
- (h) Wellington boots \_\_\_\_\_
- (i) classical music \_\_\_\_\_
- (j) newspapers \_\_\_\_\_

2 Respond to these statements. You don't have to agree, but respect the views.

(a) The best thing to have on bread is broccoli.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(b) I wish we could get extra homework.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(c) Manchester United are the best football team in the world!

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## What is your opinion?

- 3 Read Jim's view of school.

School is the best place for a kid to be. As well as talking to and seeing all our friends, we also get to learn about the world around us. If I didn't go to school, I would get so bored. Why do we have weekends?

(a) Do you agree or disagree with Jim? \_\_\_\_\_

(b) Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(c) How many people in your class:

• agree with Jim?

• disagree with Jim?

- 4 Read Carla's view of the Harry Potter books.

I love reading the Harry Potter books! They are so exciting and you never know what is going to happen to Harry, Ron and Hermione next. The lessons at Hogwarts sound really interesting and quidditch looks great fun.

(a) Do you agree or disagree with Carla?  
\_\_\_\_\_

(b) Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(c) How many people in your class:

• agree with Carla?

• disagree with Carla?

**Objective: Initiate conversations and respond to the initiatives of others in talking about experiences and activities.**

## Activities covered

- Writing about experiences
- Telling about an experience
- Asking and answering questions about an experience
- Responding to comments
- **Pair work** – having conversation

## Background information

This lesson gets children to have a conversation on things they have personally experienced. Children first think about and write down their experiences before they discuss them. The teacher can give children practice in conversation by presenting a topic to start with which they must keep going. This can be done whenever there is spare time, and the children won't mind!

## Before the lesson

The teacher can have examples of good and bad experiences; perhaps newspaper cuttings can be used.

The class will be divided into groups of 4 or 5 children and then pairs.

## The lesson (Pages 28 and 29)

Have a class discussion on experiences and allow children to give their own, short account of an experience they have had.

The teacher can go through the questions on the sheet so that children know what is expected of them.

Children write down experiences they have had.

**Group work** – Children take it in turns to tell about an experience they have had. The other members of the group ask questions about the experience, which the child has to answer.

Children respond to comments using speech balloons. Encourage children to answer the questions with another question, as this technique would keep the conversation going for longer.

**Pair work** – Children use the ideas from Questions 1–3 to start conversations and keep them going.

Give children a time limit for their conversation and tell them to try to keep it going!

## Answers

- 1–2. Teacher check
3. Answers will vary, but could include:
  - (a) Did you not enjoy your last birthday?/What happened to you on your last birthday?
  - (b) Yes, all this rain means we're stuck indoors. When was the last time we had sunshine?
  - (c) Me too! Are you doing anything special?
  - (d) Why are you so hungry, didn't you have any breakfast?/What would you like for lunch?
  - (e) Why are you joining a new club?/Which club are you joining?
4. Teacher check

## Additional activities

In pairs, children can talk about their experience of sport; for example, 'My experience of sport is watching football on TV. I have never been able to play myself but I wish that I could.' or, 'My experience of sport is playing tennis twice a week for our local club. I love the sport and I hope to be at Wimbledon one day'.

Read poetry about other people's experiences; for example, *The man who invented football* by Kit Wright or *The car trip* by Michael Rosen.

**Objective: Present ideas that are relevant to the subject and in a logical sequence.**

### Activities covered

- Writing words under headings
- Using numbers to show order
- Discussing ideas
- Demonstrating how to do something to the class

### Background information

In this lesson, children must stay focused on the subject at hand only, and must not be diverted!

Children will also have some practice in ordering their ideas.

### Before the lesson

The teacher can use an example of how we stay on the subject by introducing a topic—for example, a visit to the beach—and children can give words that match the topic. The teacher could write words on the board and some ordering could be done after all the words have been written down; for example, 1. car trip 2. sand 3. swim 4. sandcastle 5. shells 6. picnic.

Children must be given time to prepare for their demonstration.

### The lesson (Pages 30 and 31)

Have a class discussion as mentioned above.

Under the given headings children write down words that have something to do with the topics.

Children number their words. (This ordering of thoughts can be general, as long as their ordering makes sense.)

Children write numbers next to sentences about a school project to place them in correct sequence.

Children discuss all their answers with the class.

Once children have been given time to prepare and practise, they will demonstrate something to the class; for example, how to plant a seed, how to brush your teeth correctly, how to peel an apple. Children should preferably bring items to school to best explain their demonstration.

Children assess their demonstration by answering the given questions.

### Answers

1. Answers will vary, but possible lists of words for each task include:

**Packing for a trip:** suitcase, clothing, toiletries, passports, money, towels, book, medication, locks, tickets etc.

**Making a cheese sandwich:** bread, butter, cheese, butter knife, plate, bread knife etc.

**Getting ready for school:** breakfast, teeth, uniform, schoolbag, shoes, socks, hairbrush, lunch box, homework, face etc.

2. Teacher check
3. Answers may vary, but a good answer is 5, 6, 7, 1, 2, 4, 3.
- 4–6. Teacher check

### Additional activities

Children or the teacher can demonstrate a particular type of dance to the rest of the class, and the class must follow.

The children can look at maps of their local area and map out the best routes to get to particular places.

Children can write relevant lists of words for topics in geography and history and display these in the classroom.

Children can pretend to take important visitors around the school, concentrating on the sequence.

Children can look at first aid procedures and experiment with practising them. Useful websites are: [www.sja.org.uk](http://www.sja.org.uk) (St John Ambulance) and [www.expage.com/page/lacieking](http://www.expage.com/page/lacieking)

Children can read the following poem about a family member and then write their own shorter poem about one of their family members.

#### *My great grandma*

My great grandma  
She likes to bake  
Sweet apple pie  
And chocolate cake.

My great grandma  
Has always time  
To tell a tale  
Recite a rhyme.

My great grandma  
She laughs a lot  
And cheers up folks  
Who time forgot.

My great grandma  
She's like a mate  
I love her so  
My grandma's great!

# Talk about it!



Everyone has had some sort of experience. You're having one right now. I hope it's not a boring one!



- 1 Write down one interesting experience you have had for each of these.

(a) Shopping \_\_\_\_\_

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---

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(b) A farm/zoo/park \_\_\_\_\_

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---

(c) Christmas \_\_\_\_\_

---

---

---

---

---

(d) Visiting a relative \_\_\_\_\_

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- 2 (a) Choose one of your experiences.

The experience I have chosen is \_\_\_\_\_

- (b) Tell your group about your experience.

How well do you think you told your group?

really well

quite well

OK

not very well

- (c) Your group will ask you questions about your experience.

How many questions could you answer?  out of

## Talk about it!

3 Write down something you could say to keep each conversation going.

(a)

I really hope this birthday is better than my last!

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(b)

I wish this weather would improve!

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(c)

I am really looking forward to the school holidays!

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(d)

I hope there's something nice for lunch. I'm starving!

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(e)

I am hoping to join a new swimming club at the weekend.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Don't stop talking!



4

Practise conversations with a partner. Use ideas from Questions 1, 2 and 3 to start your conversation. Try to keep talking! (This is something you won't often hear your teacher say!)

Rate your conversation (A is excellent).

A

B

C

D




E

# Stay on the subject!

Try to focus on the topics and don't get sidetracked!



- 1 Under these headings, write words that have something to do with the task.

Packing for a trip 	Making a cheese sandwich 	Getting ready for school 

- 2 Write numbers next to your words to show what order they could be done in.
- 3 Write numbers next to these sentences to show what order they should be done in.

## How to do a school project

☐ Write your notes out neatly.

☐ Write your project in neat.

☐ Add pictures and colour to your project.

☐ Do your plan for your project in rough.

☐ Look in the library for suitable books.

☐ Make a list of the books you used.

☐ Do your research and make rough notes.

4 Discuss all your answers with the class.





## Stay on the subject!

- 5 You are going to give a demonstration to your class. Your demonstration can be about anything you want. Here are some ideas.

- How to juggle
- How to brush your teeth
- How to make a banana milkshake
- How to thread a needle
- How to tie your shoelaces
- How to sharpen a pencil

(a) I am going to demonstrate how to \_\_\_\_\_

(b) What items could you bring to school to help with your demonstration?

(c) Write notes to show the order of your demonstration.

1	2
3	4
5	6

- 6 Once you have given your demonstration, answer these questions.

(a) How well did your demonstration go?

\_\_\_\_\_  
\_\_\_\_\_

(b) How could you have improved it?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Objective: Summarise and prioritise ideas.**

## Activities covered

- Discussing summarising
- Summarising sentences
- Writing description, summarising and reading it

## Background information

The word 'summarise' must first be explained to children. The teacher should tell children that to summarise means to make the text shorter by using only the most important facts. The teacher could discuss with the class the fact that we summarise information on a daily basis anyway, because we cannot take in all the information that is part of our everyday lives.

## Before the lesson

The teacher can have examples of how we summarise in daily life. For example, if a parent asked what his or her child did at school, the child wouldn't explain every minute, but would say he/she did art, played football and did experiments in science. Children can come up with other times when we might summarise; for example, taking messages, writing down homework, describing experiences.

The teacher can also have examples on how to summarise written text. For example, 'The naughty, eleven-year-old boy forgot to do his homework for the third time in a row. The teacher, who was extremely angry, decided to call his parents to try to sort the matter out.' could be summarised as 'The naughty child had forgotten his homework three times and the teacher called his parents.'

## The lesson (Pages 34 and 35)

Have a class discussion as mentioned above.

Children summarise the sentences given on the sheet. (The teacher can explain to the children that the words can be changed if necessary, it is the meaning that must stay the same).

As a class, children discuss their answers to Questions 1 and 2.

Children write a description of their family.

Children summarise their description.

Children read their summary to the class.

Children summarise their day so far by writing two sentences.

## Answers

- Answers will vary, but could include:
  - The house belonged to a witch and it was said she cast spells there.
  - The cat stalked the mouse, which was unaware of the danger.
  - My mother insisted I wear the horrible jumper.
  - I didn't want to join the Halloween celebrations as I was afraid and didn't want sweets.
- Answers will vary, but could include:
  - 10 pages of reading book, spelling test on Friday, p. 35 of maths book, x6 test on Monday, Roman roads worksheet
- 3-7. Teacher check

## Additional activities

In pairs, children look at a chore list that their mother may have written. The children must decide what order the chores should be done in.

Summarise a given poem; for example, *Looking for Dad* by Brian Patten or *Excuses* by Mary Green. Any poem can be used provided that the main ideas can be summarised.

**Objective: Discuss the meanings and origins of words, phrases and expressions with the teacher.**

### Activities covered

- **Group work** – writing meanings of proverbs
- **Class work** – discussing meanings of proverbs
- Matching beginnings and endings of proverbs
- Using a proverb in a sentence

### Background information

This lesson contains proverbs, but other lessons should be done whereby the children and teacher discuss local expressions and words and their possible origins. Children need to have practice in using expressions and proverbs orally, so the teacher should encourage children to use them in their conversations for that week. The teacher should also encourage the use of these in children's writing activities.

### Before the lesson

The teacher should have a collection of proverbs/sayings/expressions not included in the lesson. The teacher can look at websites to get some examples. See the list in the *Additional activities* section.

The class will be divided into groups.

### The lesson (Pages 36 and 37)

The teacher discusses with children the proverbs and sayings he/she has brought in. Teachers can explain to children what a proverb is (a wise saying) and give examples of everyday expressions; for example, about time, all ears, calm down, crocodile tears, eat like a bird, eyes in the back of her head.

**Group work** – Children listen to the teacher use each proverb in context (see *Answers* for examples); then the group must discuss and write down what they think the proverb means.

Each group's answers are discussed as a class.

Children match beginnings and endings of proverbs.

These must then be discussed with the class, and children can suggest ideas for what they mean and how they may have originated.

Children write one proverb and its meaning.

Children draw the proverb.

### Answers

- The teacher could use the following sentences to illustrate each proverb in context:
  - I am going to be the first person at the sale tomorrow, as the early bird catches the worm.
  - I am starting my project early and am going to work on it every day, as a stitch in time saves nine.
  - You might not get that CD player for your birthday, so don't count your chickens before they hatch.
  - I have explained to my brother how to learn his 9 times tables, but he will not listen – you can lead a horse to water but you cannot make it drink.

- The teacher warned you that you would be punished if you forgot your homework again – you made your bed, so you must lie in it.
  - The robber jumped out of the frying pan and into the fire when he ran from the police into a fierce guard dog.
  - That group of girls is always getting into trouble, as birds of a feather flock together.
  - It would be better if just one person painted the art project, as too many cooks spoil the broth.
- Teacher check
  - He who makes no mistakes, makes nothing.
    - A bad workman always blames his tools.
    - A fool and his money are soon parted.
    - All that glitters is not gold.
    - All work and no play makes Jack a dull boy.
    - A rolling stone gathers no moss.
    - There is no fireside like your own fireside.
    - A friend in need is a friend indeed.
    - He who runs away lives to fight another day.
    - Praise the young and they will blossom.
  - Teacher check

### Additional activities

The teacher can discuss with children the origins of certain words, and how we have borrowed words from other languages; for example, terra firma, chateau. These can be displayed in the classroom, perhaps on a map of the world to show where the words originate.

This same type of lesson can be done with common phrases, sayings and expressions.

Look at words that the Irish language has contributed to the English language; for example, shenanigans.

Children can each be given one proverb/expression and they must draw a picture to show the meaning. These can be displayed in the classroom.

Children can have conversations in pairs using as many expressions/proverbs as they can.

Look at websites containing proverbs: [www.corsinet.com/braincandy/proverb.html](http://www.corsinet.com/braincandy/proverb.html) (lists proverbs); [www.world-english.org/proverbs.htm](http://www.world-english.org/proverbs.htm) (lists and quiz) and [www.manythings.org/proverbs](http://www.manythings.org/proverbs) (lists, quizzes and crosswords).

Children can read poetry that makes use of common expressions. For example:

#### Misunderstood

'Oh, no!' said Tom, 'My goose is fried!'	'Now, boy, you must use the grill
'Oh, don't say that!' the teacher cried.	So your arteries don't feel ill!
'Don't you know fried food is bad?	'You can bake and steam and boil,
Haven't you heard of cholesterol, lad?	And always use pure olive oil!
'The food pyramid does clearly show	'I hope you've taken all this in
We must keep fat intake low!	Fatty foods go in the bin!
'Otherwise, you'll get obese,	'No, Miss, I really get you not,
And all because of your fried geese!	It's just my homework I forgot.'

# Make it short and sweet!

Summarising means to make something shorter, using the most important information only.



1 Summarise these passages.

- (a) The white house belonged to what people called an old and wicked witch. She was said to cast spells there and turn teachers into frogs!

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- (b) The fluffy, fat cat slowly and carefully stalked the little, grey field mouse. The mouse did not know it was being followed so closely.

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- (c) My mother insisted I wear the horrible, blue jumper. It had been knitted by an ancient aunt of mine, who wasn't up to date with the latest fashions.

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- (d) I didn't want to join the Halloween celebrations. I was terrified of all the kids in costumes, who I couldn't recognise. In any case, I didn't like sweets, so what was the point?

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Use only the main facts!



2 Your teacher has a very long list of homework for you! Summarise the homework on the notepad.

You need to read 10 pages of your reading book, learn your spellings for a test on Friday, complete the sums on page 35 of your maths book, learn your 6 times table for a test on Monday and finish your history worksheet about Roman roads if you have not already finished it!

My homework

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3 Discuss your answers with your class.

## Make it short and sweet!

- 4 Write a detailed description of your family.

Handwriting practice area for step 4, featuring ten horizontal lines for writing a detailed description of your family.

- 5 Now summarise it!

Handwriting practice area for step 5, featuring ten horizontal lines for summarizing the description.



- 6 Read your summary to the class!

- 7 Summarise your day so far in two sentences.

Handwriting practice area for step 7, featuring five horizontal lines for summarizing the day.

# Wise words



Using expressions and proverbs can make our conversation more interesting.

*She's jumping from the frying pan into the fire!*



- 1 Listen to your teacher. As a group, discuss and write down what you think these proverbs mean.

(a) The early bird catches the worm. (b) A stitch in time saves nine.

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(c) Don't count your chickens before they hatch. (d) You can lead a horse to water but you can't make it drink.

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(e) As you make your bed, so must you lie in it.

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(f) Out of the frying pan and into the fire.

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(g) Birds of a feather flock together.

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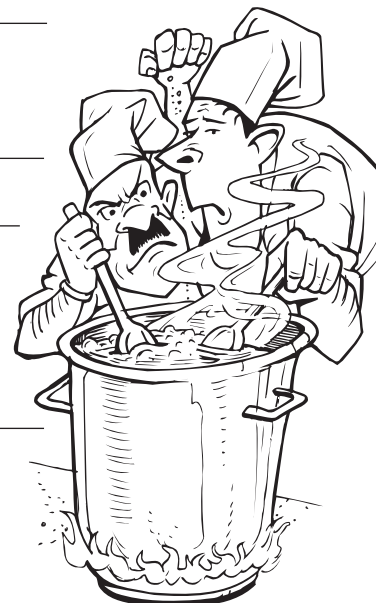
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(h) Too many cooks spoil the broth.

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- 2 Discuss the meaning of each proverb as a class.



# Wise words



*There is a time to speak  
and a time to be silent!*

- ③ Match up the beginnings and endings of these proverbs.

- |                              |   |   |                             |
|------------------------------|---|---|-----------------------------|
| (a) He who makes no mistakes | • | • | makes Jack a dull boy.      |
| (b) A bad workman            | • | • | like your own fireside.     |
| (c) A fool and his money     | • | • | always blames his tools.    |
| (d) All that glitters        | • | • | lives to fight another day. |
| (e) All work and no play     | • | • | are soon parted.            |
| (f) A rolling stone          | • | • | is not gold.                |
| (g) There is no fireside     | • | • | makes nothing.              |
| (h) A friend in need         | • | • | gathers no moss.            |
| (i) He who runs away         | • | • | and they will blossom.      |
| (j) Praise the young         | • | • | is a friend indeed.         |

- ④ Discuss all of the above with the class.

- ⑤ (a) Choose a proverb and write it down.

\_\_\_\_\_

- (b) Write the proverb's meaning.

\_\_\_\_\_

\_\_\_\_\_

- ⑥ Draw the proverb.



**Objective: Become aware of new words and new connotations of words through his/her reading and writing experience.**

## Activities covered

- **Group work** – reading sentences, guessing meaning of words
- Discussing answers with the class
- Guessing word meanings and checking using a dictionary
- Deciding which words are used in the correct context
- Replacing words with correct meanings
- Using new words in oral sentences

## Background information

In this lesson, children will be hearing mostly new and unfamiliar words and they must be used in context. Children must get clues from reading the sentence as to what the word means. All new words can be added to their personal wordbook or spelling journal. This type of lesson can be done over and over again, using different lists of new and more challenging words. The words are not only to be used in this lesson—remind children when they are speaking or have a writing activity to try to incorporate some of the new words. The words can be displayed in the classroom to remind children—one section of the wall can be the 'word wall'. The teacher should use the new words too!

## Before the lesson

The teacher can have lists of other words to be discussed.

The class will be divided into groups.

## The lesson (Pages 40 and 41)

**Group work** – Children try to guess the meanings of the underlined words by getting clues from the sentence.

Groups discuss their answers with the rest of the class. (Children can at this point use the new words in their own oral sentences.)

**Group work** – Children guess meanings of words. Then they can look them up in the dictionary to check whether they were correct.

Groups discuss their answers with the rest of the class.

Children decide which words have been used in the correct context, and change incorrect words by using a word that has been learnt in the lesson.

After all new words have been discussed, children can use the new words in oral sentences.

## Answers

1–2. Answers will vary, but could include:

- (a) someone who eats too much/is greedy
- (b) find (c) hang around
- (d) crack/split (e) nervous/anxious
- (f) smell (g) longed (h) crushed
- (i) choose (j) lift/put up (k) falcon/bird of prey
- (l) field

3–5. Teacher check

- 6. (a) Leave the ice-cream to thaw out.
- (b) The brash pupil got into trouble.
- (c) Did you locate your homework?
- (d) Before he robbed the bank, the thief had to loiter outside.
- (e) Eating vegetables is vital for your health.
- (f) The children yearned for their holiday.
- (g) Did you opt for blue or black shoes?
- (h) The savage dog barked and snarled.
- (i) The kestrel made a nest high on the cliff.
- (j) The gate to the paddock had been broken.

7. Teacher check

## Additional activities

Children can read a passage given by the teacher and replace each underlined word with one from a list of more challenging words.

The teacher can introduce children to more challenging words and children must guess the meanings when the teacher uses them in a sentence.

The teacher can tell the children a few interesting words; for example, hornswoggle (to cheat, hoax) or roo (to pluck the wool from the fleece of a sheep). Strange words should be introduced for fun and not for learning!

Children should be shown how to access the dictionary when they are working on the computer.

**Objective: Play synonym and antonym games.**

### Activities covered

- **Group work** – finding synonyms
- Discussing answers with class
- Adding up scores
- Writing antonyms
- Class voting for best sentences

### Background information

Before the lesson, the words 'synonym' and 'antonym' must first be explained to the children. The teacher can give examples and get children to come up with some of their own. It should be pointed out that words often have more than one meaning; for example, bad – 'The boy is bad' – meaning naughty, or 'The fruit is bad' – meaning rotten.

### Before the lesson

The teacher can have examples of antonyms and synonyms. Children will be divided into groups.

### The lesson (Pages 42 and 43)

**Group work** – Children try to come up with as many synonyms as they can for the given words. The teacher can explain to the children that the more synonyms they list, the more points they are likely to get.

Once the time is up (the teacher can decide when), children discuss their synonyms with the rest of the class. If only a particular group has that synonym, they get 10 points for that synonym. If other groups have it too, they get 5 points for that synonym. The teacher will need to make sure that the synonyms are correct.

Groups add up their points and a winner is announced.

Children write antonyms for given words in sentences.

These sentences are read to the class and the class votes for the top six sentences.

Children read the passage, write an antonym for each underlined word and then reread the passage using the antonyms.

### Answers

- Answers will vary, but could include:
  - cross, annoyed, irritated, vexed, fuming, outraged, furious
  - soggy, damp, dripping, soaked, drenched, sopping, moist
  - bold, mischievous, bad, disobedient, wicked, impish, wayward
  - ill, unwell, poorly, off colour, ailing, bad
  - naughty, rotten, horrible, awful, terrible, unpleasant, dreadful
  - little, petite, undersized, miniature, minute, tiny
  - adore, worship, care for, feel affection for
  - see, watch, observe, seem, appear
  - frightening, creepy, chilling, terrifying
  - insane, cross, silly, foolish, crazy
  - intelligent, bright, smart, quick, witty, brainy, sharp
  - unclean, grubby, filthy, grimy, mucky, soiled, polluted
  - earnest, grave, serious, sober, thoughtful, glum, formal, dignified
  - bashful, coy, hesitant, cautious, nervous, reticent, self-conscious, timid, wary
- Teacher check
- Answers will vary, but could include:
  - The stiff jelly tasted disgusting.
  - The beautiful frog turned into a grotesque prince.
  - The enormous lady hit the kind man.
  - Tom cried loudly when he passed the test.
  - The teacher was happy when the child was good.
  - The dog was spotless after walking through the forest.
- Teacher check.
- Answers will vary, but could include:
  - short, happy, young, bald, gentle, beautiful, tiny, sunny, short, scruffy, loudly, dirty, attractive, messed-up, bottom, top, disgusting, sad.

### Additional activities

Children can have a 'synonym and antonym race' in groups, where each group gets given a list to find. The class can discuss them afterwards.

Children can change the meanings of poems/short stories by writing antonyms for particular words.

A useful website is [www.synonym.com](http://www.synonym.com) (gives synonyms, antonyms and definitions for words).

## New words



You will learn some new words  
in this lesson.  
Use them in your conversation and  
writing.

Using these words  
will make you sound  
very intelligent!



- 1 Work with your group to read the sentences. Write down what you think the word in **bold** means.

(a) My brother is a **glutton**. He had four hamburgers for lunch!

\_\_\_\_\_

(b) I cannot **locate** my new shoes. I don't know where I left them!

\_\_\_\_\_

(c) Children are not allowed to **loiter** at the school gate.

\_\_\_\_\_

(d) The sheep fell down the **fissure** in the rock.

\_\_\_\_\_

(e) I felt **jittery** before giving my speech.

\_\_\_\_\_

(f) The **scent** of the baking bread is making me hungry.

\_\_\_\_\_

(g) The sailor **yearned** for the sea.

\_\_\_\_\_

(h) A macaroon is made of **ground** almonds and sugar.

\_\_\_\_\_

(i) I will **opt** to go to the cinema instead of the shop.

\_\_\_\_\_

(j) If you **raise** your hand I will listen to you.

\_\_\_\_\_

(k) The **kestrel** circled before pouncing on the mouse.

\_\_\_\_\_

(l) The horse galloped around the **paddock**.

\_\_\_\_\_

- 2 Discuss the meanings with your class.

- 3 How many did your group get right out of 12?

- 4 Still in your groups, use a dictionary to find out what these words mean.

frail, savage, plead, exit, cling,  
vital, thaw, brash, drab, meek

- 5 Discuss the meanings with your class.



Did you know?

Naughty children in the 1700s  
who enjoyed breaking windows  
were called 'nickers'!

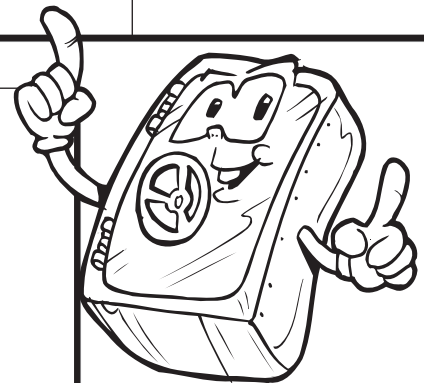
## New words

- 6 Read the sentences. They do not make sense. Replace the incorrect words, choosing new words you have learnt, from the word bank below.

Sentence	Incorrect word	Correct new word
(a) Leave the ice-cream to scent out.	scent	thaw
(b) The meek pupil got into trouble.		
(c) Did you plead your homework?		
(d) Before he robbed the bank, the thief had to fissure outside.		
(e) Eating vegetables is drab for your health.		
(f) The children jittery for their holiday.		
(g) Did you raise for blue or black shoes?		
(h) The cling dog barked and snarled.		
(i) The ground made a nest high on the cliff.		
(j) The gate to the glutton had been broken.		

### WORD BANK

brash	ground	meek	savage
cling	jittery	opt	scent
drab	kestrel	paddock	thaw
fissure	locate	plead	vital
glutton	loiter	raise	yearned



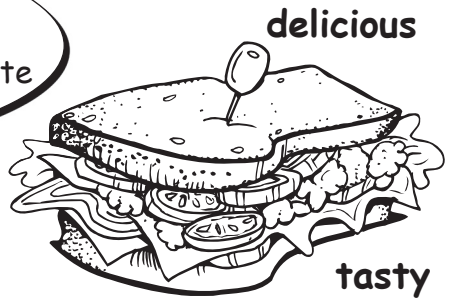
- 7 Use all the new words in oral sentences!

# Opposite or not?



Synonyms are words with a similar meaning.  
Antonyms are words that have an opposite meaning.

yummy



delicious

tasty

- 1 As a group, write down as many synonyms as you can for each of these words.

- (a) angry \_\_\_\_\_
- (b) wet \_\_\_\_\_
- (c) naughty \_\_\_\_\_
- (d) sick \_\_\_\_\_
- (e) bad \_\_\_\_\_
- (f) small \_\_\_\_\_
- (g) love \_\_\_\_\_
- (h) look \_\_\_\_\_
- (i) scary \_\_\_\_\_
- (j) mad \_\_\_\_\_
- (k) clever \_\_\_\_\_
- (l) dirty \_\_\_\_\_
- (m) solemn \_\_\_\_\_
- (n) shy \_\_\_\_\_

- 2 (a) Discuss your synonyms with the class. If only your group had that particular synonym, your group gets 10 points. If other groups had it too, your group gets 5 points for that synonym. See which group had the most points!

- (b) How many points did your group get?

- (c) What was the highest score?



*School is great! How many synonyms can you think of for 'great'?*

## Opposite or not?

③ As a group, write antonyms for each of the underlined words.

(a) The wobbly jelly tasted delicious.

The \_\_\_\_\_ jelly  
tasted \_\_\_\_\_.

(c) The tiny lady hit the unkind man.

The \_\_\_\_\_ lady hit  
the \_\_\_\_\_ man.

(e) The teacher was angry when the  
child was naughty.

The teacher was  
\_\_\_\_\_ when the child  
was \_\_\_\_\_.

(b) The ugly frog turned into a  
handsome prince.

The \_\_\_\_\_ frog  
turned into a \_\_\_\_\_  
prince.

(d) Tom cried softly when he failed the  
test.

Tom cried \_\_\_\_\_  
when he \_\_\_\_\_ the  
test.

(f) The dog was dirty after running  
through the forest.

The dog was \_\_\_\_\_  
after \_\_\_\_\_ through  
the forest.

④ (a) Read your sentences to your class.

(b) Have a class vote for the six  
best sentences.

⑤ Read the passage. Write an antonym for  
every underlined word. Read the passage  
again, using the antonyms.

### Antonyms

1. \_\_\_\_\_ 10. \_\_\_\_\_
2. \_\_\_\_\_ 11. \_\_\_\_\_
3. \_\_\_\_\_ 12. \_\_\_\_\_
4. \_\_\_\_\_ 13. \_\_\_\_\_
5. \_\_\_\_\_ 14. \_\_\_\_\_
6. \_\_\_\_\_ 15. \_\_\_\_\_
7. \_\_\_\_\_ 16. \_\_\_\_\_
8. \_\_\_\_\_ 17. \_\_\_\_\_
9. \_\_\_\_\_ 18. \_\_\_\_\_

Once upon a time, a long<sup>(1)</sup> time  
ago, there lived a miserable<sup>(2)</sup>, old<sup>(3)</sup>  
king and his hairy<sup>(4)</sup>, vicious<sup>(5)</sup> dog.  
They lived in a hideous<sup>(6)</sup>, huge<sup>(7)</sup>  
castle. One rainy<sup>(8)</sup> day, two tall<sup>(9)</sup>,  
immaculate<sup>(10)</sup> men knocked gently<sup>(11)</sup>  
on the door. They had come to  
clean<sup>(12)</sup> the castle, as there was a  
disgusting<sup>(13)</sup> smell. They cleaned<sup>(14)</sup>  
the castle from top<sup>(15)</sup> to bottom<sup>(16)</sup>.  
Soon the castle smelt lovely<sup>(17)</sup> and  
the king became very happy<sup>(18)</sup>.



**Objective: Become familiar with the functions of words without necessarily using technical grammatical terms.**

## Activities covered

- Writing sentences
- Identifying verbs and nouns
- Reading and listening to sentences
- Completing sentences as a group
- Reading sentences to the class
- Voting for favourite sentences

## Background information

This lesson concentrates on nouns and verbs only, so as not to bombard children with all the parts of speech. Each should be discussed separately and much practice given. Depending on the class, it is up to the teacher whether he/she uses the terms 'noun' and 'verb' or 'naming word' and 'doing/action word'.

## Before the lesson

The teacher must have examples of nouns and verbs that can be discussed with the class. These should also be shown in sentences, and examples should be left on the board so children can refer to them when they answer questions on their sheet.

The class will be divided into pairs and then groups.

## The lesson (Pages 46 and 47)

The teacher explains the difference between verbs and nouns and asks children for examples of each. These can be written on the board under headings.

The teacher gives the children a few sentences and children must identify the nouns and verbs in the sentence.

Children write sentences on their sheet using the given nouns and verbs.

Children circle the nouns and verbs in their sentences, using two different coloured crayons.

Children read their sentences to their partners. Partners need to identify the nouns and verbs.

Groups complete the sentences, trying to make their sentences funny.

Groups read their sentences to the class.

The class votes for the funniest sentence and all groups write it on their sheet.

Children discuss the nouns and verbs in each group's sentences.

## Answers

1–3. Answers will vary. Here are some examples:

- The boy gobbled his dinner in three seconds.
- The elephant squashed all the hotdogs for our picnic.
- The ghost screamed when he saw my sister come into the room.
- Santa tripped over Rudolph's reins and all the presents went flying through the air.
- The teacher snoozed while the quiet class got on with their work.
- The fierce dog growled when he heard the intruder.
- The athlete was delighted when the crowd cheered.
- The big, hungry dinosaur chased the smaller dinosaur.

4–5. Teacher check

## Additional activities

The same type of lesson can be done with other parts of speech; for example, adjectives, adverbs, pronouns, prepositions, different types of nouns.

Children can read poetry and pick out the nouns and verbs. The teacher should choose funny or interesting poetry; for example, *On and on* by Roger McGough.

Children can write lists of nouns and verbs for different topics in different subjects; for example, geography or history.



**Objective: Practise the common social functions in the everyday context of class and school and through improvisational drama.**

### Activities covered

- Responding to different situations in writing and through role-play
- Deciding which comments are suitable (polite and impolite)
- Discussing answers with the class
- Suggesting polite and impolite ways of responding to situations
- **Pair work** – role-playing situations

### Background information

This lesson makes children aware of certain social functions, such as introducing someone, thanking a person for a gift and saying things in a polite and inoffensive way. The best way for children to learn the correct way is through role-play and watching others. Discussion in this lesson is important. This type of lesson can be done again and again, focusing each time on a different social function.

### Before the lesson

The teacher can have similar examples ready to present to the children for discussion.

The class will be divided into pairs.

### The lesson (Pages 48 and 49)

Children respond to situations on their sheet by writing a polite reply.

Children role-play responding to situations in a polite manner.

Children decide which statements are impolite.

Children discuss ways of making impolite statements polite.

**Pair work** – Children role-play a choice of situations in both a polite and impolite manner and perform them for the class.

### Answers

- Answers will vary. Here are some examples:
  - 'I really like your project—you have worked so hard on it.'
  - 'What is the matter? Is there anything I can help you with?'
  - 'Thank you very much for the lovely gift. I have wanted this book for ages!'
  - 'Mrs Brown, may I introduce my parents, Mr and Mrs Cook?'
  - 'Thank you for taking me to the cinema. I really enjoyed the film.'
  - 'Mmm! Thanks, Dad, this is yummy!'
- Teacher check
- 3–4.
  - polite
  - impolite; 'Your poster is colourful, but there are a few words that I can't clearly read.'
  - impolite; 'Thank you for the pen.'
  - impolite; 'Your shoes look good on you, but I prefer black ones.'
  - impolite; 'I'm sorry I can't come to your house today but I've already made plans. Could we do it another day?'
  - impolite; 'Thanks for cooking, Mum, but this is not one of my favourite dishes.'
  - polite
- Teacher check

### Additional activities

This same lesson can be done with other social functions; for example, expressing disapproval, taking part in simple commercial transactions (playing shop), asking questions to get views and feelings, showing support and giving directions.

Children can discuss how they can be polite in the classroom and playground.

Children can read poems about manners and comment or role-play; for example, *Would you do that at home?* by Steve Turner, *Said the boy to the dinosaur* by Colin McNaughton or *Kids* by Spike Milligan.

# Naming or doing?

- 1 Write sentences using the given words.

(a) boy, gobbled

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Naming words are called nouns.

A noun names an object, place or person; for example, school, Peter, pencil, France.

Doing words are called verbs. A verb describes an action; for example, run, write, eat, dance.

(b) elephant, squashed

\_\_\_\_\_  
\_\_\_\_\_

(c) ghost, screamed

\_\_\_\_\_  
\_\_\_\_\_

(d) Santa, tripped

\_\_\_\_\_  
\_\_\_\_\_

(e) teacher, snoozed

\_\_\_\_\_  
\_\_\_\_\_

(f) dog, growled

\_\_\_\_\_  
\_\_\_\_\_

(g) athlete, cheered

\_\_\_\_\_  
\_\_\_\_\_

(h) dinosaur, chased

\_\_\_\_\_  
\_\_\_\_\_



- 2 In each sentence:

- (a) Circle the naming words (**nouns**) using a red crayon.  
(b) Circle the doing words (**verbs**) using a blue crayon.

- 3 Read each sentence to your partner. Can he or she tell you which words are the nouns and verbs?

## Naming or doing?

- 4 Work with your group. Write funny sentences using the given words.

(a) The grumpy headteacher

---

---

---

(b) The fierce dragon

---

---

---

(c) The enormous elephant

---

---

---

(d) My little brother

---

---

---

(e) My mad cat

---

---

---

(f) The crazy scientist

---

---

---

(g) The smiling baby

---

---

---

(h) The angry ant

---

---

---

- 5
- Read your sentences to your class.
  - Hold a class vote to decide the funniest sentence.
  - Write the funniest sentence here.

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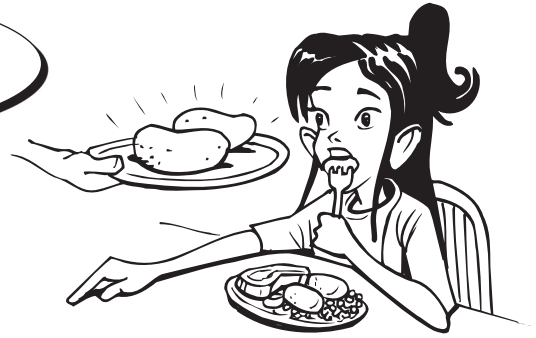
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- (d) Circle the nouns in red crayon and the verbs in blue crayon.

# Mind your manners!



You should always be polite.  
Say 'please' and 'thank you' often!



- 1 Work with your partner to discuss and write what you should say in these situations.

(a) You think your friend's project is very good.

' \_\_\_\_\_ ,  
\_\_\_\_\_ ,

(b) Your sister looks sad.

' \_\_\_\_\_ ,  
\_\_\_\_\_ ,

(c) Your aunt gives you a book that you have always wanted.

' \_\_\_\_\_ ,  
\_\_\_\_\_ ,

(d) Your parents meet your teacher for the first time.

' \_\_\_\_\_ ,  
\_\_\_\_\_ ,

(e) Your friend's parents take you to the cinema.

' \_\_\_\_\_ ,  
\_\_\_\_\_ ,

(f) Your Dad buys you an ice-cream for helping in the garden.

' \_\_\_\_\_ ,  
\_\_\_\_\_ ,

- 2 (a) Choose one of these situations to perform to your class. (b) Decide who will be which character.

(c) Work out what each of you will say and do. Practise!

• I will be \_\_\_\_\_

• My partner will be \_\_\_\_\_

(d) Perform your role-play. Colour the stars to assess your performance.



*Did you know?*

*If you greet someone in India, you should place your palms together as though praying and bend or nod. This is called namaste.*



# Mind your manners!

- 3 Work with your partner to read and discuss what these people have said. Write an 'X' in the box if they have said the wrong thing.

(a) 'Thanks for the new shirt, Mum. I really like it.'

☐

(b) 'Your poster is colourful, but it's so messy I can hardly read it.'

☐

(c) 'I don't need this pen you gave me but thanks anyway.'

☐

(d) 'I don't think your shoes are cool at all!'

☐

(e) 'No, I don't think I'll come to your house today as I'd prefer to go to Harry's.'

☐

(f) 'Please, Mum, don't make this spinach dish again, it's too dreadful!'

☐

(g) 'I'd love to come to your party, but I have to go to a wedding instead.'

☐

*There is no excuse for bad manners!*



- 4 As a class, discuss your answers to Question 3. Suggest how some of the impolite ones could be made polite.

- 5 (a) With your partner, choose one of these situations.

You are working on your history project and need the glue. However, someone else on your table has the glue.

You go to your friend's house for tea, but the tea includes peas. You really don't like peas!

Your friend asks you to go ice skating on Saturday, but you have already arranged to go to the cinema with another friend.

(b) Tick the situation you have chosen.

(c) Write how you could respond in a polite manner. \_\_\_\_\_

(d) Write how you could respond in an impolite manner. \_\_\_\_\_

(e) Work with your partner to role-play how you could respond in a polite and an impolite manner.

(f) Perform your role-plays for your class.

**Objective: Make lists of local expressions and words.**

## Activities covered

- Researching a local expression/word
- Discussing word with the class
- Filling in place names
- Discussing possible origins of names
- Matching expressions to their meanings
- Writing meanings of expressions
- Using expressions in conversation

## Background information

It is important that lists of local and general expressions are displayed in the classroom to remind children of what has been discussed. The lists should be referred to every now and then and children should be encouraged to use the expressions in their conversations and writing.

## Before the lesson

The children must bring to class a local or general expression.

The teacher should also prepare a list of common expressions.

The class will be divided into pairs.

The teacher can do some research on the origins of place and family names for Question 3.

## The lesson (Pages 52 and 53)

Children tell the class their expression and what they think it means.

Children fill in names as requested.

As a class, children discuss the possible origins of these names.

Children write down what they think the list of expressions means.

**Pair work** – Children use as many expressions as they can in a conversation.

## Answers

- 1–5. Teacher check.
6. (a) Wish me luck!  
(b) I'm listening.  
(c) I have no clothes on!
7. (a) You saved me!  
(b) I love sausages.  
(c) Sleep well!  
(d) He looked at me in a mean/nasty way.  
(e) You eat a lot.  
(f) You eat so little.  
(g) My teacher always seems to know what is going on.  
(h) Don't shout at me!  
(i) You will find yourself in trouble.  
(j) At last!

## Additional activities

Children can each receive one expression and they can make a drawing that depicts it. The expression should be written with the drawing. These can be displayed in the classroom.

Children can write sentences using the expressions.

**Objective: Use improvisational drama to re-create well-known characters.**

### Activities covered

- Acting out a nursery rhyme in a group of 5–6
- Acting out a nursery rhyme in a group of 2–3
- Assessing performances

### Background information

Nursery rhymes have been used in this lesson, but any characters with whom the children are familiar are suitable, such as characters in well-known stories or characters in the class reader.

### Before the lesson

The teacher can have an example of a nursery rhyme and how it will be acted out.

The class will be divided into groups of 5–6 children.

Later in the lesson, each group will be split into two groups of 2–3 children.

A selection of nursery rhymes containing 2–3 parts (characters) will need to be available.

### The lesson (Pages 54 and 55)

The teacher can use an example of a nursery rhyme and how it could be acted out. (See suggestion in *Answers*.)

The teacher gives each group a nursery rhyme from the sheet.

Children answer questions on the sheet.

Groups practise acting out their rhyme, perform it to their class and assess their performance.

Children choose and write out another rhyme to act out.

Children practise acting out their second rhyme, perform it to their class and assess their performance.

### Answers

- 1–3. Teacher check

Possible example for the teacher:

Three blind mice (3 children acting as blind mice, perhaps bumping into things etc.)

Three blind mice.

See how they run, see how they run. (*children running around*)

They all ran after the farmer's wife, (*one child is the angry farmer's wife*)

Who cut off their tails with a carving knife, (*waving her arms around, trying to catch them*)

Did you ever see such a thing in your life, (*perhaps a few spectators, shaking their heads, spurring them on*)

As three blind mice! (*three tailless mice*)

Children can add their own ideas to the rhymes; their acting does not have to follow the rhyme strictly.

### Additional activities

Children can use improvisational drama to recreate a favourite TV programme, parts of films, cartoons etc.

For rhymes: [www.nurseryrhymes.allinfoabout.com](http://www.nurseryrhymes.allinfoabout.com),  
[www.nurseryrhymes4u.com](http://www.nurseryrhymes4u.com)



# Express it!



Expressions are like sayings. For example: 'The teacher went mad!' usually means that the teacher was very angry, not that the teacher went insane. (Hopefully!)



- 1 For homework you had to find a common expression.

What expression did you find? \_\_\_\_\_

\_\_\_\_\_

- 2 What does it mean? \_\_\_\_\_

\_\_\_\_\_

- 3 Name the following:

(a) The area you live in:

\_\_\_\_\_  
\_\_\_\_\_

(b) Your school:

\_\_\_\_\_  
\_\_\_\_\_

(c) A street in your town:

\_\_\_\_\_  
\_\_\_\_\_

(d) A building:

\_\_\_\_\_  
\_\_\_\_\_

- 4 Discuss with the class where these names may have originated.

- 5 Research one of the names you used in Question 3.

(e) Your family name:

\_\_\_\_\_  
\_\_\_\_\_

(a) I have chosen \_\_\_\_\_

(b) Write about how this name may have originated.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Express it!

6 Match these expressions to their meanings.

- |                                |   |   |                       |
|--------------------------------|---|---|-----------------------|
| (a) Keep your fingers crossed! | • | • | I have no clothes on! |
| (b) I'm all ears!              | • | • | Wish me luck!         |
| (c) I am in my birthday suit!  | • | • | I'm listening!        |

7 Work with your partner to discuss and write down what you think these expressions mean.

- (a) You saved my bacon! \_\_\_\_\_  
\_\_\_\_\_
- (b) I'm crazy about sausages! \_\_\_\_\_  
\_\_\_\_\_
- (c) Goodnight! Don't let the bed bugs bite! \_\_\_\_\_  
\_\_\_\_\_
- (d) He gave me a dirty look. \_\_\_\_\_  
\_\_\_\_\_
- (e) You eat like a horse. \_\_\_\_\_  
\_\_\_\_\_
- (f) You eat like a bird. \_\_\_\_\_  
\_\_\_\_\_
- (g) My teacher has eyes in the back of her head. \_\_\_\_\_  
\_\_\_\_\_
- (h) Don't bite my head off! \_\_\_\_\_  
\_\_\_\_\_
- (i) You will land in deep water. \_\_\_\_\_  
\_\_\_\_\_
- (j) It's about time! \_\_\_\_\_  
\_\_\_\_\_

8 Have a conversation with your partner and try to use as many expressions as you can.

# Rhyme time

- 1 In your group, choose one of these nursery rhymes.

Can you remember some nursery rhymes?



## ***Humpty Dumpty***

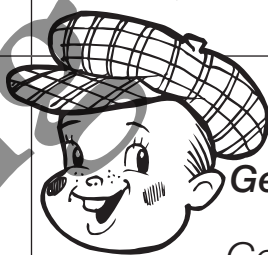
*Humpty Dumpty sat on a wall,  
Humpty Dumpty had a great fall;  
All the King's horses,  
And all the King's men,  
Couldn't put Humpty together again.*

## ***Hey, diddle, diddle***

*Hey, diddle, diddle  
The cat and the fiddle,  
The cow jumped over the moon.  
The little dog laughed  
To see such sport,  
And the dish ran away with  
the spoon.*

## ***Old King Cole***

*Old King Cole was a merry old soul,  
And a merry old soul was he;  
He called for his pipe,  
And he called for his bowl,  
And he called for his fiddlers three.  
Every fiddler he had a fiddle,  
And a very fine fiddle had he;  
Oh, there's none so rare  
As can compare  
With King Cole and his fiddlers three.*



## ***Georgie Porgie***

*Georgie Porgie,  
pudding and pie,  
kissed the girls  
and made them cry.  
When the boys  
came out to play,  
Georgie Porgie  
ran away.*

Why do you think they are called 'nursery' rhymes?



# Rhyme time

- ② Your group is going to act out a nursery rhyme! Say the rhyme as you act it out. Each member in the group must have a part to play!

(a) Which rhyme has your group chosen to act out? \_\_\_\_\_

(b) Write the names of the children in your group and their roles.

Name	Role

(c) Perform your nursery rhyme for your class.

(d) Colour how well your group acted (5 is the best!).

1	2	3
4	5	



- ③ Split your group into two separate groups, each containing 2 or 3 children. Each group is going to choose and act out a different nursery rhyme. Each member in the group must have a part to play!

(a) Which rhyme has your group chosen to act out? \_\_\_\_\_

(b) Write the nursery rhyme here.


(c) Write the names of the children in your group and their roles.

Name	Role

(d) Perform your nursery rhyme for your class.

(e) Colour how well your group acted.

1	2	3	4	5
---	---	---	---	---

**Objective: Hear, discuss and react to local storytellers.**

## Activities covered

- Listening to a storyteller
- Discussing story
- Answering questions
- Drawing a picture
- Explaining drawing to the class

## Background information

It might prove to be a problem to get a local storyteller to come to the school. If the teacher doesn't know of any, he/she should contact the local arts council. If there are no storytellers available, the teacher should ask someone from the local community who would be suitable. The teacher should explain to the children beforehand who the storyteller is. Teachers could discuss storytelling in Ireland before the lesson and the class can decide if storytellers would still be in demand in today's times and why/why not.

## Before the lesson

The teacher needs to locate a storyteller!

## The lesson (Pages 58 and 59)

The teacher could discuss the art and history of storytelling with the children before this lesson.

The teacher must explain to children who the storyteller is.

Children listen to the story.

Children ask the storyteller questions about the story.

Children discuss the story.

Children answer questions on their sheet about the story.

Children discuss some of their answers with their class.

Children draw a picture that depicts the story.

Children show and describe their picture to the class.

## Answers

Teacher check

## Additional activities

The teacher can read different short stories and the class can discuss them.

The teacher can read different poems (for example: funny, disgusting, charming, sad) to the class and children can give their reactions.

The class could decide what qualities a storyteller should have.

Children can retell the story they heard to a family member.

The website: [www.42explore.com](http://www.42explore.com) contains information for teachers.

**Objective: Use simple dictionaries effectively.**

### Activities covered

- Matching pictures and words
- Looking in dictionaries
- Writing sentences containing given words in the correct context
- Drawing pictures to show meaning
- Discussing answers (meanings and sentences) with the class
- Choosing a word – explaining to the class

### Background information

This lesson gives children the opportunity to practise using a dictionary. The teacher must first explain how to use a dictionary; for example, looking at the top of the page, how to pronounce words, different uses for a word.

For example:

Pronunciation, with the accent on the first part of the word.

This is the adverb.

hideous (hid-ee-uss) *adj* ugly, revolting. *hideously adv*

It is an adjective or describing word.

Sometimes there is an example of how the word is used in a sentence.

*The new statue on the square is hideous!*

### Before the lesson

The teacher must have a list of things he/she wants to show the children about using a dictionary.

All children must have a dictionary.

Children will be working in pairs.

### The lesson (Pages 60 and 61)

The teacher explains how to use a dictionary, and children must look up some interesting words that the teacher gives.

Children work in pairs, using their dictionaries to match words and pictures.

Children look up meanings of words given, discuss them with their partner and use them in sentences of their own.

Children draw pictures to show the meanings of the given words.

Children discuss all the words with the rest of the class, giving meanings and using the words in sentences.

Children choose a word from the dictionary (a word they are not familiar with). They must see if the class knows the meaning. They must explain the meaning of the word to the class.

### Answers

- (a) belfry – part of a tower where the bell hangs
  - (b) mull – to think
  - (c) cherub – angel
  - (d) char – burn
- Answers (sentences) will vary, but meanings of words are:

  - (a) superb – excellent
  - (b) lilac – light purple
  - (c) cordial – pleasant/friendly **or** drink which needs diluting with water before being drunk
  - (d) lax – not strict
  - (e) hassock – cushion that one kneels on in a church
  - (f) dinghy – type of boat
  - (g) woozy – dizzy, unwell
  - (h) dapper – neat in appearance and slight in build
  - (i) gripe – complain (informal)
  - (j) tepid – slightly warm, half-hearted
- (a) tutu – type of skirt worn by ballerinas
  - (b) garb – clothing
  - (c) shallot – kind of small onion
- 4–5. Teacher check

### Additional activities

Children can make sentences with a list of more challenging words given by the teacher.

Children can play a dictionary game, whereby the teacher gives a word to the class and they must look it up as quickly as they can. One child gets selected to write the meaning on the board. Other children say if he/she is correct.

Children can display new words in the classroom.

Children can look at websites with interesting words.

The teacher can use all new words learnt in a paragraph that the children must then explain in their own words.

The teacher can discuss new words in our language, such as computer terms or words like 'envirocrime' (crime against the environment).

# Listen to a story!

Listen to the story the storyteller tells and then answer these questions.



1 Who was the storyteller? \_\_\_\_\_

2 What was the story called? \_\_\_\_\_

3 What was the story about? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4 Where was the story set? \_\_\_\_\_

5 When was the story set? \_\_\_\_\_

6 Who were the main characters? Describe them briefly. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Did you know?

*LISTEN has the same letters in it as SILENT.*



7 (a) Did it have a good ending? ☐ yes ☐ no  
(b) Why?/Why not? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

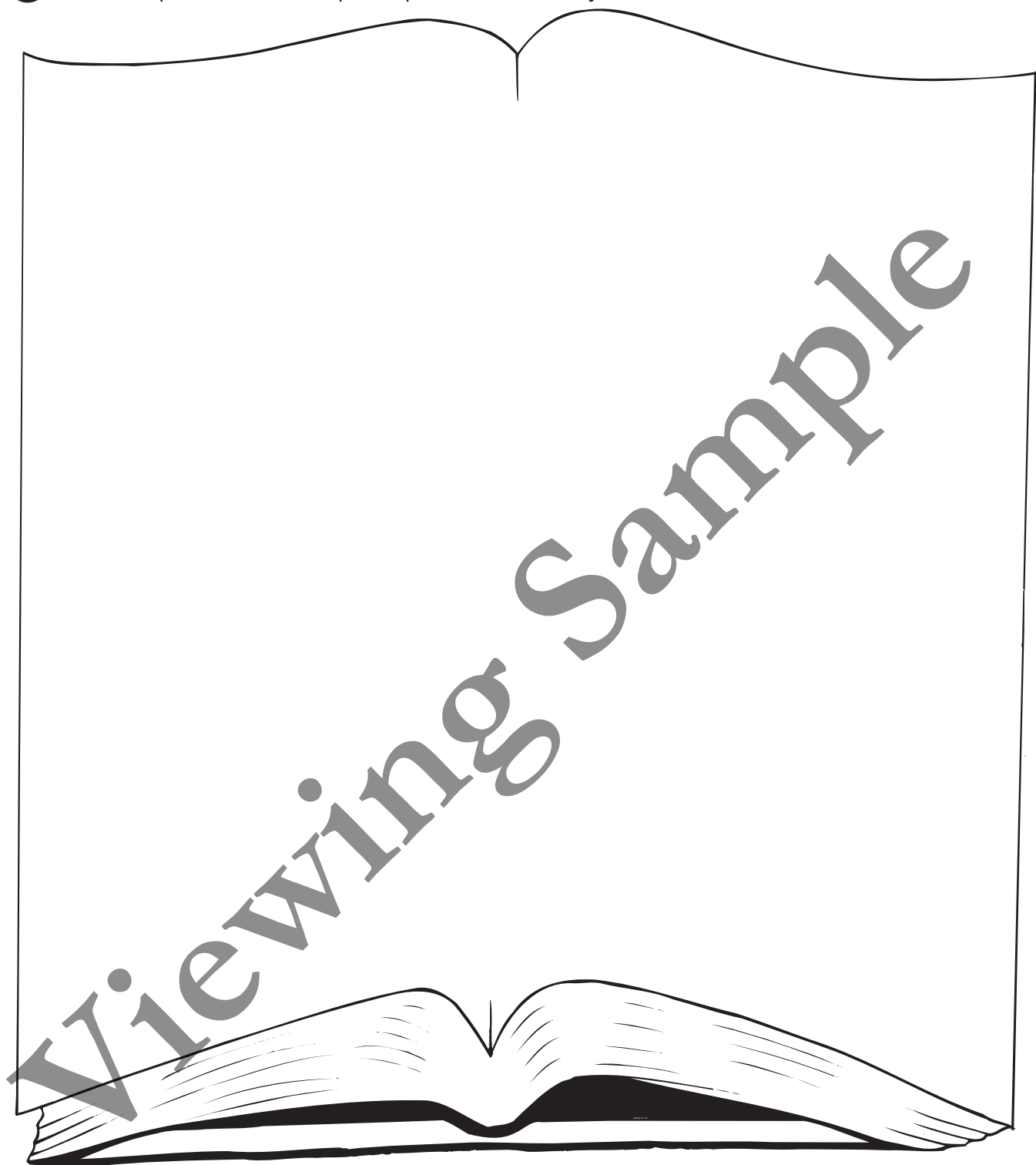
8 What part did you enjoy most and why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9 Discuss your answers to Question 8 with your class. Have a vote on your favourite part of the story. Which part did most children enjoy the most?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Listen to a story!

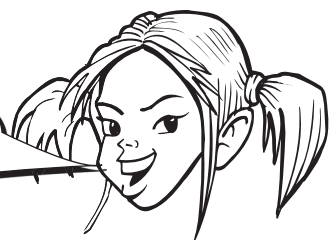
- 10 Draw a picture that depicts part of the story.



- 11 Show your picture to the class and explain it.

*Did you know?*

*In ancient times, it was the custom in each Irish village to start the Celtic New Year on November the 1st with storytelling every night, until May brought the summer back.*



# Look it up!

- 1 Match up the words and pictures.

Make sure you have your dictionary for this lesson.

(a) belfry

(b) mull

(c) cherub

(d) char



- 2 Look up these words in the dictionary. Discuss their meanings with your partner. Write a sentence using each word.

(a) superb \_\_\_\_\_ (b) lilac \_\_\_\_\_

(c) cordial \_\_\_\_\_ (d) lax \_\_\_\_\_

(e) hassock \_\_\_\_\_ (f) dinghy \_\_\_\_\_

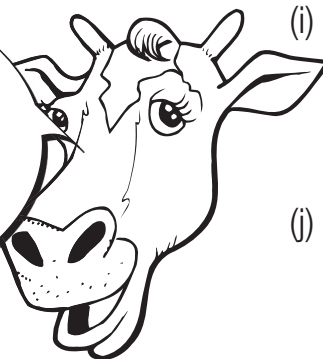
(g) woozy \_\_\_\_\_ (h) dapper \_\_\_\_\_

(i) gripe \_\_\_\_\_

(j) tepid \_\_\_\_\_

Did you know?

'Bovine' means to do with cows. It can also mean rather slow and stupid! Hmph!



## Look it up!

- 3 Draw pictures to show the meaning of these words.

tutu

garb

shallot

- 4 (a) Discuss the meanings of the words above with your class. (b) Use each word in a sentence.

- (c) Is anyone able to use all three words in one sentence?

*Write the sentence here.*

---

---

- 5 Open your dictionary at any page and choose a difficult word. (Go to the next page if you need to.)

- (a) What word did you choose?

---

- (b) Meaning of word:

---

---

---

---

*Add all new words  
to your wordbook!*



- (c) See if the rest of your class knows what it means. Give the class the correct meaning!

**Objective:** Experience varied and consistent oral language activity as a preparation for writing.

## Activities covered

- Discussing crests and meanings of colours and symbols
- Discussing what the class/school stands for, what aims are, strengths etc.
- Drawing rough crest
- Discussing children's crests
- Drawing and labelling final crest
- Evaluating final crest

## Background information

Oral language will almost always precede writing activities; this lesson demonstrates how oral language has an impact on the final activity.

## Before the lesson

The teacher should access information about crests and what the different colours and symbols stand for. This information must be discussed with the class before the children make their rough draft of their crest.

A suitable website is: [www.fleurdelis.com/meanings.htm](http://www.fleurdelis.com/meanings.htm) (It can get very complicated so it is best to stick to the basics and choose a few colours and symbols.)

## The lesson (Pages 64 and 65)

The teacher discusses with the class examples of crests and the meaning of symbols and colours. (Basic meanings, it needn't be too in depth.)

The class discusses what the class/school stands for (depending on who the crest is for). In doing this, children can decide what the aims are, what the strengths and interests are, what is important to them, their values etc.

Children draw a rough draft of what they think the crest should look like and label it to show why they have chosen specific colours/symbols.

Children show and discuss their crests with the class and the class must decide what the final crest should entail. (Hopefully, different ideas can be taken from different children.)

Children draw the final crest, with labels.

The crest can be displayed for the rest of the school, and the other classes can give feedback. Perhaps a suggestion box can be introduced if it is a school crest, and the class can discuss the suggestions and see if there is anything they would change.

## Answers

1–7. Teacher check

## Additional activities

Children can design a crest/badge that represents themselves.

Children can look at family crests (particularly their own) and make up their own family crest, after having had a class discussion.

The class can have a discussion on families. Children can then discuss their own families and describe them to the class. Then children can make a family tree to be displayed in the classroom.

**Objective:** Learn to use questions as a mechanism for expanding and developing a story.

### Activities covered

- Reading a passage
- Answer questions to plan a story
- Writing a story using prompt
- Reading a story to the class
- Assessing the class's opinions

### Background information

This lesson allows children to use questions to extend the story. This lesson can be repeated so the children get used to asking themselves questions and elaborating on details. Children can use the same questions when they are writing a story, letter, paragraph etc. The 'question' words can be displayed in the classroom.

### Before the lesson

The teacher can show the gist of the lesson by giving an example of a story similar to that on the sheet (see *Answers*).

### The lesson (Pages 66 and 67)

The teacher gives an example of the paragraph and the children must ask questions to expand on it.

Children read a paragraph on their worksheet.

Children discuss and write answers to the given questions.

Children rewrite the story, adding the new details.

Children read their story to the class.

Children assess what the class thought of their story.

### Answers

1–4. Answers will vary. Here is an example of some answers:

- (a) Tom went with his friend, James.
- (b) They went to a run-down house.
- (c) They went there to explore.
- (d) It happened on Friday after school.
- (e) They were exploring the old house and when they went up the stairs, the stairs broke and Tom was hurt.

2. Example:

*On Friday after school, James asked Tom to go with him to an old house in the town. Nobody lived there any more and the house was falling apart. Tom knew in his heart that he should not go along. His parents had often warned him to stay away from old houses and buildings. James said it was a great place to explore and assured Tom*

*they would be very careful. They arrived at the house and explored around outside, but that got boring so James suggested they take a peek inside. The front door was open and the two of them walked carefully in. Tom was very afraid because he could hardly see a thing and there was a funny damp smell. It felt like a haunted house. They could just make out the staircase and James went ahead to climb it. Tom warned him that it could be dangerous but James said he was only going halfway up. Tom thought he'd better follow, otherwise he might look like a coward. The stairs creaked under their weight. On the seventh stair, Tom could feel the wood beneath his feet give way. The staircase literally fell apart and Tom fell to the ground. James landed on top of him and so did a pile of wood. James got up and tried to help Tom up, but Tom could not stand. James had to run home to get help and leave poor Tom there, crying in pain in the old, dusty house. Tom was rushed to hospital and X-rays showed he had badly fractured his leg. James felt very guilty about the incident and he and Tom are more sensible now!*

### Additional activities

The teacher can give the class just one sentence of a story starter. Children can come up with the rest of the story by asking questions. This can be done orally and the teacher can write the story on the board.

Children can write their stories using a word processing program and print out their work for display.

Children can retell well-known stories and decide how the basic questions have been answered.

Children can read poetry and see how the basic questions have been answered. (how, which, what, when, why, etc).

# Design a crest



We are going to design a crest for your school.  
If your school already has one, then you can design a  
crest for your own class.

- ① I am going to use the following colours and symbols on my crest:

colours

symbols

- ② Draw what you think the crest should look like. Label it to show what your  
colours and symbols mean.

Viewing Sample

*Your crest should show what  
your school/class stands for.*



- ③ Show your crest to your  
class and explain it.

## Design a crest

- ④ Decide as a class what the final crest should have on it and look like.
- ⑤ Draw the crest below and label it to show what the different colours and symbols stand for.



- ⑥ Do you like the final crest?

yes

no

- ⑦ Is there anything you would change about it and why?

---

---

---



## More information needed!

We are going to make our story longer by asking questions and adding more details.



Read this passage.

One day, Tom got into serious trouble. He knew his friend was wrong when he suggested it, but Tom went along with him anyway. He knew in his heart that he shouldn't have gone. Now it was too late.

- 1 We are going to add to the passage to make a story. First we need to make up answers to these questions.

(a) **Who** did Tom go with?

\_\_\_\_\_

(b) **Where** did they go?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(c) **Why** did they go there?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(d) **When** did this happen?

\_\_\_\_\_

\_\_\_\_\_

(e) **What** happened?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## More information needed!

- ② Write the story, adding the new details.

Viewing Sample

- ③ (a) Read your story to the class.

(b) What did the class think of your story?

very good

good

fair

- ④ How could you improve your story?

**Objective: Learn to use a wider range of punctuation marks with greater accuracy as part of the revision and editing process.**

## Activities covered

- Naming punctuation marks and explaining when they are used
- **Pair work** – showing punctuation with hand signals
- Filling in correct punctuation in sentences and in a poem
- Using punctuation marks in own sentences
- Reading sentences to the class

## Background information

This is mostly meant to be a fun and informal lesson which can precede more serious lessons to do with punctuation. Children need to be given much practice in using punctuation and constantly need to be corrected when punctuation marks are used incorrectly. Children need to be aware of the importance of correct punctuation, so the teacher should show them many examples of correct and incorrect punctuation. This lesson deals only with the full stop, comma, apostrophe (contractions), exclamation mark and question mark, as well as capital letters. More punctuation marks can be dealt with once the children have had plenty of practice with these basics.

## Before the lesson

The class will be divided into pairs.

The teacher should have examples for children to do together as a class. (Adding punctuation to simple sentences, including capital letters.)

The teacher should show children how hand signals for punctuation could work (showing a comma, question mark etc. in the air with a finger).

## The lesson (Pages 70 and 71)

Children name punctuation marks and when they are used. Teacher draws punctuation marks on the board.

**Pair work** – Children read the sentences aloud, taking turns, and show where punctuation marks should go by using hand signals. Children correct each other where necessary.

Children rewrite the sentences using correct punctuation.

Children add suitable punctuation to the poem, to make it easier to read.

Still in pairs, children write sentences using each of the given punctuation marks.

Children read some of their sentences to the class, showing punctuation marks with hand signals.

## Answers

- 1–2. (a) Get off the grass!  
(b) Can Jim stay over tonight?  
(c) For dinner I would like carrots, cabbage, broccoli, peas and corn.  
(d) Look out! There's a lion behind you!  
(e) I can't wait to visit Paris to see the Eiffel Tower.  
(f) Where will we place the Christmas tree?  
(g) Sir, please can we have English, history and science for homework?  
(h) My birthday is in June and I hope I get books, pens, sweets and money.
3. Answers will vary – accept any that use punctuation correctly. Here is an example:

### Tricks

Mum, today I saw geese that were coloured bright red!  
Oh, please stop talking nonsense, Fred!

Mum, today I saw monkeys about to wed!  
Oh, do stop telling such fibs now, Fred!

Mum, today I saw a man nearly stab a woman dead!  
Oh, I do wish you'd stop all your lying, Fred!

Mum, today I saw an elephant pulling a sled!  
Oh, do tell the truth for once, dear Fred!

Mum, today I saw a man with a donkey head!  
I'm tired of all your rubbish, now go to bed, Fred!

Then Mum looked out the window,  
and what did she see there?  
But people dressed quite strangely,  
and animals quite rare.  
They were practising their acts and stunts,  
parading up and down.  
Poor Fred was only telling Mum  
the circus was in town!

## Additional activities

The teacher could point out to children that our voices tell when there is a full stop, comma, exclamation mark and question mark. Children can practise reading aloud sentences with these punctuation marks.

Children can read poetry—some with punctuation and some without any at all—and see the effects.

**Objective: Discuss issues that directly affect his/her life.**

### Activities covered

- Answering questions anonymously
- Class discussion on class's answers

### Background information

This lesson focuses on discussion. Children fill in a sheet anonymously so that they can answer the questions completely honestly without worrying about what other people may think. The teacher should approach this lesson in a sensitive manner and should be aware of children's feelings and reactions and encourage children to do the same.

### Before the lesson

The teacher can have other points of discussion ready about what affects children's lives.

### The lesson (Pages 72 and 73)

Children fill in the questionnaire anonymously.

Children hand in their sheet and the teacher discusses the questions with the class, reading out several answers and ideas that the children have given. No names must be used.

The teacher can write headings on the board with various ideas underneath, just to sum the lesson up. This can be done during the lesson as discussion takes place.

### Answers

Answers will vary.

### Additional activities

Children can come up with their own ideas about what affects them in their everyday lives; for example, meals, bedtimes, interests, friends, teachers, moving, death in a family, divorce, siblings.

The class can do a project on *What affects us* and this can be displayed for the school. Children can use pictures, song lyrics, display of books, paragraphs, photos, foodstuffs etc.

Children can read and discuss poetry that concerns issues that affect them; for example:

#### Discarded

A minute ago, we were friends to the end.  
Now I seem to be driving you around the bend.  
What did I do or what did I say?  
How did I make you feel this way?  
I told you my secrets, you know it all.  
I'm there for you always, whenever you call.  
I don't understand it – please explain how  
You can suddenly hate me and torture me now!  
I'll be here waiting, interested to hear,  
Why now I am nothing, when you held me so dear.

Other possible poems include *New baby* by Jackie Kay, *Me* by Kit Wright and *The new house* by Gareth Owen.

# Where's your full stop?

- 1 With your partner, take turns to read the sentences below. Punctuate the sentences, using hand signals, as the sentence is being read. Correct each other where necessary!

Can you name some punctuation marks?



- (a) get off the grass \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- (b) can jim stay over tonight \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- (c) for dinner i would like carrots cabbage broccoli peas and corn \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- (d) look out there's a lion behind you \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- (e) i cannot wait to visit paris to see the eiffel tower \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- (f) where will we place the christmas tree \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- (g) sir please can we have english history and science for homework \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- (h) my birthday is in june and i hope i get books pens sweets and money \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

- 2 (a) Write the sentences above correctly, using the following punctuation.

full stops

question marks

apostrophes

commas

exclamation marks

capital letters

- (b) Discuss your answers with your class. Correct any you got wrong.

- (c) How many did you get right out of eight?

## Where's your full stop?

- 3 (a) With your partner, try to read this poem. It is quite difficult, as it has no punctuation.
- (b) Add punctuation to the poem. Try reading the poem again. Punctuation should make it easier to read.

### Tricks

Mum, today I saw geese that were coloured bright red  
Oh please stop talking nonsense Fred

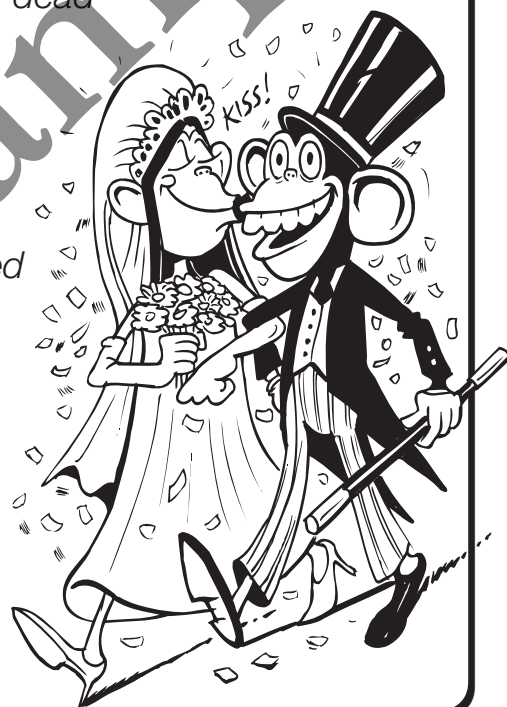
Mum today I saw monkeys about to wed  
Oh do stop telling such fibs now Fred

Mum today I saw a man nearly stab a woman dead  
Oh I do wish you'd stop all your lying Fred

Mum today I saw an elephant pulling a sled  
Oh do tell the truth for once dear Fred

Mum today I saw a man with a donkey head  
I'm tired of all your rubbish now go to bed Fred

Then Mum looked out the window  
and what did she see there  
But people dressed quite strangely  
and animals quite rare  
They were practising their acts and stunts  
parading up and down  
Poor Fred was only telling Mum  
the circus was in town



- 4 Still in pairs, use each of these punctuation marks in a sentence.

!

.

,

?



Without punctuation,  
reading wouldn't  
make sense!

- 5 Read some of your sentences to the class.  
Use hand signals as you read them!

# All about your life



This sheet can be filled in anonymously.  
That means you do not need to write your  
name on it.

Be truthful with  
your answers!



1 Answer these questions.

## THINGS THAT AFFECT YOUR LIFE

- (a) What is the best thing about school? \_\_\_\_\_  
\_\_\_\_\_
- (b) What is the worst thing about school? \_\_\_\_\_  
\_\_\_\_\_
- (c) What would you change about school if you could? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- (d) What is your favourite subject? \_\_\_\_\_
- (e) What is your least favourite subject? \_\_\_\_\_
- (f) What is the best thing about your home life? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- (g) What is the worst thing about your home life? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- (h) What at home irritates you the most? \_\_\_\_\_  
\_\_\_\_\_
- (i) Do you get along with all your family members?  
Explain. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

yes

no

sometimes



# All about your life

## THINGS THAT AFFECT YOUR LIFE

yes

no

sometimes

(j) Do you have good friends?

Explain. \_\_\_\_\_

(k) What things do you like doing with your friends? \_\_\_\_\_

(l) What makes you worried? \_\_\_\_\_

(m) What makes you happy? \_\_\_\_\_

(n) What interests do you have? \_\_\_\_\_

(o) Who could you speak to if you had a problem? \_\_\_\_\_

② Which three questions did you find the most difficult to answer?

,  and

③ Hand your sheet to your teacher. The teacher will discuss all the different answers with your class. But don't worry! No-one will know the answers you gave!

**Objective:** Discuss a story being read and predict future endings and likely outcomes in it.

## Activities covered

- Writing an ending to a given story beginning
- Reading the story ending to class or group
- **Group work** – making up endings to a well-known fairytale
- Reading endings to the class
- Voting for the best ending

## Background information

Children have to have a solid understanding of the storyline before they can predict a likely ending. For this reason, children are asked to think of a fairytale and propose possible endings. The teacher can get children thinking along these lines with a discussion; for example, 'What do you think happened to Sleeping Beauty and her prince? Where did they go? Where did they live?' 'Did Goldilocks ever go walking on her own again? Did she ever encounter the bears again, and if so, what did she say to them?'

## Before the lesson

The teacher can have examples of fairytales where the endings can be changed or expanded.

Children will be divided into groups.

## The lesson (Pages 76 and 77)

The teacher reads the short given passage to the class.

Children write a possible ending.

Children discuss their endings and read them to their class or group.

**Group work** – Children make up two possible endings for a common fairytale.

Children read their endings to the class.

The class votes for the best ending.

Children write the best ending on their sheet.

## Answers

1–3. Stories will vary, but could include the following explanations:

*Bridget was having a dream./Bridget had lost her memory./Bridget's parents had brought her to this place while she was asleep./Bridget had been very ill and was brought to this place to recuperate./Bridget had been kidnapped.*

4. Teacher check

## Additional activities

The teacher can read short stories to the class and children can predict the most likely outcome. The teacher then reads the ending.

Children can watch TV programmes (children's programmes with a storyline) that the teacher has taped. Halfway through, children predict a likely ending, and then continue to watch the tape to see the ending. The teacher can discuss the differences between the real ending and the predicted endings.

The teacher can read narrative poems (which tell a story) and children can predict the endings, or change the endings; for example, *My pet mouse* by David Whitehead.

**Objective:** Discuss different possible solutions to a problem.

### Activities covered

- Class discussion
- Thinking of possible solutions to common problems
- **Group work** – solving given problem
- Choosing correct answer

### Background information

The objective here has been taken quite literally, with a discussion about common problems children may have. Much discussion needs to take place so that solutions to the problems are found through weighing up all the possibilities.

### Before the lesson

The teacher can have a list of common problems that can be discussed with the class.

The class will be divided into groups.

### The lesson (Pages 78 and 79)

As a class, the children read the given problems and discuss them one by one. Children must give their ideas as to how the problem can be solved and the class can come to an agreement as to the best possible solution. Children write a solution for each problem.

The teacher can then discuss with the class other problems children may have. At this point, the teacher could explain what *Childline* is all about. The number in Ireland is 1800 666 666, website: [www.ispcc.ie/childline.htm](http://www.ispcc.ie/childline.htm)

**Group work** – Each group gets given a particular problem and the group must discuss the problem and how it can be solved. Some problems are suggested in *Answers*.

The groups must present their problem and solution to the class, who must comment on the solution.

Children must choose the correct statement regarding what they should do if they have a problem.

### Answers

- Answers will vary, but possible solutions might include:
  - The child should discuss his/her concerns with the parents, and tell them how it makes him/her feel./The child should approach a trusted adult and explain his/her feelings to that person.
  - Perhaps a different kind of pet would not make the sister sick, such as an animal without fur, like a bird, or hairless cat!
  - The child should approach his/her teacher at a quiet time, perhaps after school and tell the teacher the difficulties he/she is experiencing./The child should tell his/her parents about the child's difficulties in maths, and the parents can perhaps get extra maths lessons for the child and/or approach his/her teacher.
  - The child should try to make friends with others, and not show concern over the fact that the other friend abandoned him or her. (Hard to do!)
- Possible problems that can be given to the groups:

*My brother/sister keeps coming into my room without asking, and fiddling with my stuff.*

*I know that my friend is stealing from the shop but I don't want to get him/her into trouble.*

*I have the most awful clothes and I am embarrassed to go out wearing them. My parents say clothes are not important.*

*Every Sunday, our family visits our aunt and we spend all day there. It is so boring and I have nothing to do there because she does not even have a TV. My aunt is quite nice but I wish I didn't have to go there any more.*

*I know that someone in my class is being bullied, but I don't want to tell, in case I start getting bullied too.*

- Talk to someone you can trust.

### Additional activities

Children can look at real problem pages found in newspapers and magazines and discuss them as a class. (The teacher should check the content first!)

Children can read poetry about typical problems; for example, *Nightmare* by Steve Turner, *Name-calling* by Charles Thomson, *It's not the same without Dad* by Brian Moses and *Stranger* by Les Baynton.

## Happy endings?

1 Read this passage.

*And they lived happily ever after.*



One day, Bridget woke up at the usual time. When she looked out the window, she saw a beach, the sea and a blue sunny sky — but they didn't live anywhere near the beach! Where was she, and how did she get here? Bridget heard her family talking downstairs and they were all talking normally. Her favourite shoes were next to the bed and her clothes were strewn on the floor, which was very normal! Bridget could smell delicious pancakes and her tummy started to grumble. She got out of bed and walked with hesitation down the stairs. Nothing in this house looked familiar. She found her way to the kitchen.

*'Good morning, dear, would you like some pancakes?' said Bridget's mum cheerfully.*

*'What is going on, Mum? Where are we?'*

*'What ever do you mean, dear?'*

② Complete the story.

Viewing

**3** Read your story ending to your class or group.

## Happy endings?

- ④ Work as a group. Choose a well-known fairytale and write two alternative endings for it.

(a) Which fairytale did you chose?

(b) Ending number 1:

(c) Ending number 2:

*The ending is  
often the most important  
part of the story!*



- (d) Have a class vote for the best ending. Write the ending here. (If it's one of your endings, circle it.)

# Can you help?

*We all have problems of some sort. Nobody's life is perfect.*

- 1 Discuss these problems and figure out some possible solutions.

PROBLEMS:

SOLUTIONS:



(a)

My parents are always arguing and it drives me crazy! They seem to fight over the smallest things!

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(b)

I wish I could get a dog. I have wanted a pet for so long but my sister is allergic to animal fur.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(c)

I am really struggling with maths; I just don't seem to get it. Every day I dread the maths lesson, and I don't know what to do!

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(d)

My best friend has joined another group of friends and is now ignoring me completely. I don't have other friends and I feel so hurt and alone.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



*Did you know that you can ring Childline with any problems you have? Find out what the number is!*

Write it here: \_\_\_\_\_

## Can you help?

- ② In your group, discuss the problem your teacher has given you.



(a) What is the problem?

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(b) How did your group think the problem could be solved?

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(c) What did your class think of your solution?



*A problem shared is  
a problem halved.*



- ③ Colour in the best thing to do if you have a problem.

Don't think  
about it and it  
will go away.

Keep your  
problem a  
secret.

Talk to  
someone you can  
trust.

Try to solve  
the problem on  
your own.



**Objective:** Discuss what he/she knows of a particular topic or process as a basis for encountering new concepts.

## Activities covered

- Answering questions
- Discussing answers in class
- Researching
- Drawing a picture

## Background information

The idea of this lesson is that children will gain more information on something they are already familiar with. They can add to their knowledge through research and much discussion. Children can sometimes come to see a particular topic in a different light.

## Before the lesson

Children will need to be given time to do their research.

Teachers can have prepared information about robins. Look at [www.rspb.org.uk/birds/guide/r/robin/index.asp](http://www.rspb.org.uk/birds/guide/r/robin/index.asp) or [www.bbc.co.uk/nature/reallywild/amazing/robin.shtml](http://www.bbc.co.uk/nature/reallywild/amazing/robin.shtml)

Children will need reference material, including illustrations, about robins.

## The lesson (Pages 82 and 83)

Children answer the first five questions and discuss the answers as a class.

Children attempt the next five questions and have another class discussion. Children can help each other out with the answers.

Children research the next five questions and draw a picture of a robin.

The last five questions are discussed.

The topic is discussed in its entirety.

## Answers

- (a) bird (b) small  
(c) yes (d) red, brown, white  
(e) feathers
- Teacher check
- (a) worms/berries/insects  
(b) no (c) friendly  
(d) no (e) 7–8 years
- Teacher check
- (a) The juvenile lacks the red and is mostly mottled brown.  
(b) 4–6  
(c) Sharp 'tick' often rapidly repeated, also a high pitched 'tsee'. Tuneful song with a clear descending series of rippling notes.  
(d) *Erithacus rubecula*  
(e) some do
- 6–8. Teacher check

## Additional activities

The same lesson can be done with almost any topic of which the children have some knowledge. The teacher should start with the very basics and go on to more challenging aspects of the topic. As well as learning more about the particular topic, it will hopefully broaden children's horizons, so that they may view the topic differently.

**Objective: Discuss causes and effects in relation to processes and events and predict possible outcomes.**

### Activities covered

- Answering and discussing 'what if' questions
- Reading a news story and retelling it verbally to a partner
- Answering questions
- Choosing a news story of the week
- Answering the same questions

### Background information

This lesson should begin with a general discussion about causes and effects in our everyday lives. For example, when we talk in class (cause) we may get into trouble (effect)/if we work really hard on a project (cause), we will obtain a good mark (effect) etc. The main focus of the lesson should be discussion.

### Before the lesson

The teacher can have examples of 'cause and effect' situations in our everyday lives. Children do not need to learn these terms, but must understand their meaning.

Children will need to choose a news story of the week before the lesson. Children must look at newspapers or watch the news (international and local); this could be given for homework the night before.

Children will need to work with a partner.

### The lesson (Pages 84 and 85)

The teacher discusses 'cause' and 'effect' with the class.

Children answer 'what if' questions and discuss them with the class.

Children read the news story given.

Children answer the questions.

Children discuss their answers to Question 5 with the class, mentioning the causes and effects.

Some children tell the class their news story.

Children answer the questions orally, as a class.

### Answers

1. Answers will vary, but could include:
  - (a) You would be smelly and have germs.
  - (b) Your parents would say 'thank you'.
  - (c) You would be unhealthy and could get sick.
  - (d) Your teacher would get angry./You might have to stay in at break time.
  - (e) The child would be grateful and would think you were a good friend.
  - (f) Your teacher might say 'Well done' or 'Good answer'.
  - (g) The shopkeeper would be very angry./The shopkeeper might tell your parents./The shopkeeper might call the police.
  - (h) You would not find a very well paid job./The job might be too difficult for you./You would not have enough of an education.
- 2–4. Teacher check
5.
  - (a) The story was about a fire that broke out in a house.
  - (b) An unattended fire caused it.
  - (c) The family could have been trapped inside./If they had smoke alarms, they would have been aware of the fire much more quickly.
  - (d) The family may have to seek other accommodation while their house is being repaired. I think they will be careful in the future.
6. Teacher check

### Additional activities

Children can discuss well-known Irish legends and talk about the events in the story, what the effects were and what might have happened afterwards.

# How much do you know?

1 Colour the correct answers to these questions.

(a) What is a robin?

mammal   reptile   bird   insect

(b) Is it large or small?

large   small

(c) Can it fly?

yes   no

(d) What colours is it?

brown   green   red   purple   white

(e) What body covering does it have?

fur   scales   feathers

2 Discuss your answers with the class.

3 Now, the questions get a bit harder! See if you can answer each question in a sentence.

(a) Name one thing that a robin eats. \_\_\_\_\_

\_\_\_\_\_

(b) Does it have a hooked beak like a parrot? \_\_\_\_\_

\_\_\_\_\_

(c) Is it a friendly or unfriendly bird? \_\_\_\_\_

\_\_\_\_\_

(d) Is it nocturnal? \_\_\_\_\_

\_\_\_\_\_

(e) What is its maximum life span? \_\_\_\_\_

\_\_\_\_\_

4 Discuss your answers with the class.



*Did you know?*

*Robins first appeared on Christmas cards as a representation of Victorian postmen who wore red tunics and were known as redbreasts.*

## How much do you know?

- 5 Now, even harder! You may have to do some research to answer these questions. Answer each in a sentence.

(a) How is the juvenile (young robin) different in colour from the adult?

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(b) How many eggs does a robin lay?

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(c) Describe its call.

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(d) What is its scientific name?

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(e) Does it migrate to warmer climates during the winter?

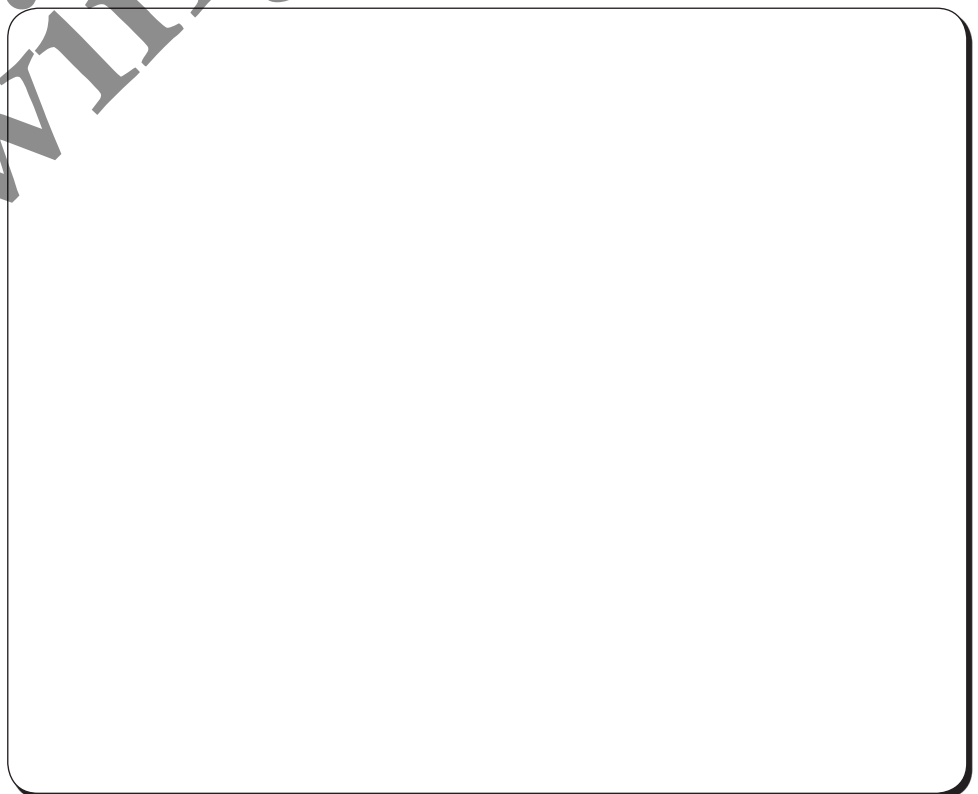
- 6 Write one other interesting fact you have discovered about robins.

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- 7 Use reference materials to draw a picture of a robin.

- 8 Once all the questions have been answered, have a class discussion on all you know about the robin.



# What would happen if ...?

- 1 Work with a partner to discuss and answer what would happen if ...



Everything we do has some sort of effect!

(a) you never bathed or showered?

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(b) you did the washing up every day for a week?

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(c) you ate only junk food?

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---

(d) you never did your homework?

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---

(e) you helped someone in your class who was stuck with his/her work?

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(f) you answered a question correctly in class?

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---

(g) you took a chocolate bar from a shop without paying for it?

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---

(h) you left school now to go to work?

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- 2 Discuss your answers with the class. Colour whether your class mostly agreed or disagreed with your answers.

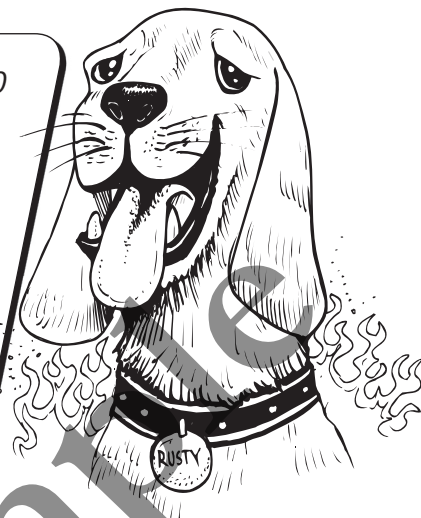
agreed

disagreed

## What would happen if ...?

- 3 Read this news story with your partner.

*On Friday morning, a fire crew was called to Church Street to put out a fire. It was 2 a.m. and the family inside, consisting of a mother, father and two sons under the age of five, managed to escape the blazing building. Another survivor was Rusty, their quick-thinking Labrador, who had alerted the whole family by barking loudly. After careful investigation, it is believed that an unattended fire in the living room had sent sparks out, causing the furniture to catch fire. There was no fire screen and the house was not equipped with smoke alarms.*



- 4 Take turns to retell the story to your partner in your own words.

- 5 Answer these questions about the news story.

(a) What is the news story about?

\_\_\_\_\_

(b) What caused it to happen?

\_\_\_\_\_

(c) How could it have happened differently?

\_\_\_\_\_

\_\_\_\_\_

(d) What do you think will happen now?

\_\_\_\_\_

\_\_\_\_\_

- 6 Choose a news story of the week and answer the same questions for the story as above. Bring newspaper clippings to school if you can. Discuss your answers with the class.

*What sort of effect does it have on your teacher when you don't do your homework?*



**Objective: Listen to a presentation and discuss and decide which are the important questions to ask.**

**Objective: Learn how to use the basic key questions.**

## Activities covered

- Discussing process of making crisps
- Answering questions
- Choosing the most important questions
- Reading rhyme
- Devising questions on given rhyme

## Background information

This lesson encompasses two main objectives, both on asking questions. Children should be reminded how we start and end questions. There are many different types of lessons that would incorporate these objectives. The teacher could simply read a story and get children to ask relevant questions, or children could look at advertising and ask questions about the product. These objectives could be covered when children are learning other subjects, with children asking important questions about the topic that has been learnt. Children should always be encouraged to ask questions and should be told that if they are unsure about something, they should ask! This does not only apply to school.

## Before the lesson

The teacher can have examples of how we start and end questions, and different situations in life where it is necessary to ask important questions. Children will work in groups.

## The lesson (Pages 88 and 89)

The teacher must remind children how questions are started and ended. Perhaps the words 'which, why, when, where, who, what' can be written on the board.

The teacher reads through the process of making crisps with the children.

Children discuss the process and answer Questions 2 (a)–(j) verbally, in their group.

Children choose the five most important questions about the process of making crisps. (Not other aspects!)

Children read an advert and make up questions, using prompts.

Children discuss their answers for Question 4 with the rest of the class.

The class could come up with original ideas to answer their own questions about the advert.

## Answers

- 1–2. Teacher check
3. (a), (b), (d), (e) and (i)
4. Answers will vary, but could include:
  - (a) Why are there age restrictions on the crisps?
  - (b) When did they come out?
  - (c) Who were the crisps named after?
  - (d) What are the different flavours?
  - (e) Where can I buy them?

## Additional activities

**Pair work** – Children must ask their partners appropriate questions to find out about their weekend.

Children can read nursery rhymes and ask questions. Then they can make up the answers.

The teacher can read a paragraph, poem or short story to the class and children must ask relevant questions.



**Objective:** Make presentations to the class about his/her own particular interests.

### Activities covered

- Writing possible interests for different occupations
- Writing down own interests
- Telling class about own interests
- Assessing own talk
- Listening to other class members talk about their interests
- Taking notes

### Background information

This lesson will allow children to present their own personal interests to the class. The class must sit and listen quietly and must have respect for the interests of others. Perhaps the lesson could be started with a discussion about different interests people have, as the children may not be aware of their own interests!

### Before the lesson

The teacher could have a list of interests, common and uncommon.

### The lesson (Pages 90 and 91)

Children write down possible interests for the given occupations and occupations of their own choice.

Children write down their own interests.

Children tell the class about their interests.

Children assess their talk.

Children listen to other class members talk about their interests. While doing this, they take notes of each class member's talk.

### Answers

1. Answers will vary, but could include:

- nurse – people, helping others, medicine, healing, human body, health
- chef – food, cooking, restaurants
- teacher – children, learning, helping others
- archaeologist – ancient objects, history, buried treasure
- carpenter – wood, furniture, carving
- soldier – war, fighting for own country, weapons, helping others
- chiropractist – feet, healing, making others feel better
- architect – buildings, plans, building materials, design
- secretary – paperwork, filing, computers, people, bookkeeping
- beautician – make-up, hair, nails, beauty, people, fashion

2–4. Teacher check

### Additional activities

Children can tell the class about their favourite things; for example, game, day of the week, crisps, subject, sport, book.

Children can read poems about other children's interests.

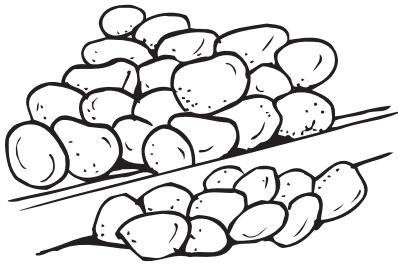
Children can look at children from other countries and how their interests may differ from their own.

Children could make a display of their interests in the classroom.

# Ask away!

1 Read and look at the information below.

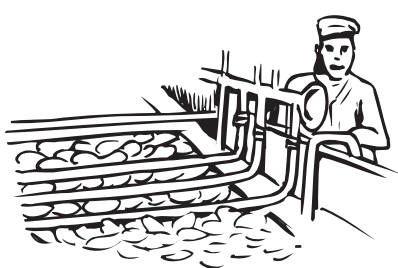
How crisps are made:



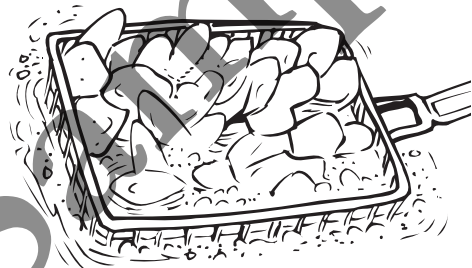
The potatoes are washed and checked. Damaged potatoes are removed.



The potatoes are washed and peeled.



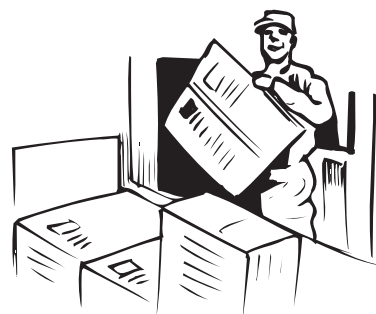
The potatoes are sliced and washed again.



The slices are fried and flavouring is added.



Samples are checked and tested to make sure the quality is right.



The packaging process takes place.



Packets are stamped with a 'best before' date and a code which gives information about when and where they were made.



The crisps are on their way to the shops.

# Ask away!

2 Discuss the answers to the questions with your group.

- (a) When is the flavouring added?
- (b) What happens after the potatoes are peeled?
- (c) What kind of lorries are used to transport the crisps?
- (d) Are the damaged potatoes removed?
- (e) Why are the samples checked?
- (f) Who enjoys eating crisps?
- (g) What colour is the 'Salt and Vinegar' packet?
- (h) How many crisps are in one packet?
- (i) How many times are the potatoes washed?
- (j) What should one do if one buys 'out of date' crisps?

Remember!

Only questions about the process are important here.

3 Use a coloured crayon to circle what you think are the five most important questions about the process of making crisps.

4 Look at this advert.

Write five questions you could ask about the product.



- (a) Why \_\_\_\_\_
- (b) When \_\_\_\_\_
- (c) Who \_\_\_\_\_
- (d) What \_\_\_\_\_
- (e) Where \_\_\_\_\_



# What interests you?

We are all interested in something. For some of you, it may even be school!



- 1 What interests do you think these people have?  
Look up the occupations if you don't know what they mean!

(a) Nurse



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(b) Chef



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(c) Teacher



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(d) Archaeologist \_\_\_\_\_

(e) Carpenter \_\_\_\_\_

(f) Soldier \_\_\_\_\_

(g) Chiropodist \_\_\_\_\_

(h) Architect \_\_\_\_\_

(i) Secretary \_\_\_\_\_

(j) Beautician \_\_\_\_\_

- 2 Choose three different occupations. Draw a person doing each job. Write what interests you think each has.

(a)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(b)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(c)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# What interests you?



*Your interests make you interesting!*

③ What are your interests?

(a) Write your ideas in the box below and tell the class about your interests.

Viewing Sample

(b) How did your talk go?

**Awesome!**

**OK!**

**Awful!**

(c) Why? \_\_\_\_\_



④ Listen to the other children in your class talk about their interests. Choose one child. Write his/her name. Write notes about the child's interests as you listen to his/her talk.

Name of child: \_\_\_\_\_

Interests:

**Objective: Justify personal likes and dislikes.**

## Activities covered

- Deciding if they like or dislike things listed, justifying their answers
- Writing what they like or dislike, using headings
- **Group work** – discussing their likes and dislikes, justifying them

## Background information

This lesson gives children the opportunity to tell others the things they like and dislike. The teacher must tell the children that they have to justify their opinions. For example, it is not enough to say 'I hate peas' but rather 'I hate peas because they taste all mushy in my mouth'.

## Before the lesson

The class will be divided into pairs and then groups.

## The lesson (Pages 94 and 95)

The class can have a brief discussion on their likes and dislikes, using topics not already covered in the lesson; for example, subjects at school, other aspects about school.

Children read a list of things and tick whether they like or dislike them.

Children compare their likes and dislikes to those of their partner, and give some justification for their likes and dislikes.

Children write their likes and dislikes under headings.

**Group work** – Children describe their likes and dislikes to the group, each taking a turn to speak. Children must justify why they like or dislike something.

## Answers

Teacher check

## Additional activities

The teacher can discuss with the class different phobias (strong dislikes) people have; for example, didaskaleinophobia – fear of going to school, arachnophobia – fear of spiders. Look at website: [www.phobialist.com](http://www.phobialist.com) (for teacher only – interesting words!)

Each child in the class can bring something that he/she likes to school; for example, foodstuff, a photo, book, picture. These can be displayed in the classroom under a heading 'Things we like.'

Children can read poems about the likes and dislikes of other people.

**Objective: Argue a point of view and try to persuade others to support it.**

### Activities covered

- Choosing more persuasive statements
- Writing persuasive sentences
- **Group work** – trying to persuade group of a given viewpoint

### Background information

This lesson focuses on children stating their point of view and trying to convince others to support the same view. Children must realise that being persuasive does not necessarily mean being argumentative; one can put a view across in a convincing and calm manner.

### Before the lesson

The teacher can have ready ideas as to when we need persuasive language.

The class will be divided into groups of six (maximum) and each member of the group will be given a different statement.

### The lesson (Pages 96 and 97)

The teacher can discuss persuasion with the class. When do we need to be persuasive? (Asking for something, convincing a friend to start football training with you, trying to convince parents you need to go to the concert, trying to convince the teacher not to give homework etc.) It can be pointed out here that being persuasive is not the same as being argumentative. Results will be better if the children stay calm and are convincing in the words they choose. The teacher might also briefly mention how to stand your ground when someone is trying to persuade you to do something you don't want to do.

Children choose which one of two statements is more persuasive.

Children use persuasive language to convince someone that school is not that bad.

Children discuss their answers for Questions 1 and 2 with the class.

**Group work** – Each member of the group receives a different statement from the teacher. Children think about how they will argue their point of view, writing short notes as prompts.

The group votes and children see if they have been successful or not.

### Answers

1. (a) second statement  
(b) first statement  
(c) second statement

- 2–3. Answers will vary, but possible persuasive sentences include:

*You would get bored all day at home because you would run out of things to do./ You would not be able to read or write properly and then would not be able to find a good job./ School is a place where you can make new friends./ School gives you the opportunity to speak to other children and adults./ School teaches you about the world around you.*

4. Possible statements:

*Proper school uniform must be worn to school.*

*Children should only be allowed to bring healthy food to school. Crisps, chocolates and fizzy drinks should be banned.*

*Homework should be given every day, including Friday. If homework is not done, children should be fined.*

*Children should do one hour of physical activity at school every day.*

*There should be absolutely no talking in the classroom unless it is discussion time.*

*No jewellery, apart from watches, should be worn to school.*

- 5–6. Teacher check

### Additional activities

Children can argue ridiculous or outrageous points of view; for example, Robots should be used to teach children/Children should be allowed to live in their own houses/Television should be banned for children under 12.



# What do you like?



The things that we like and dislike are part of who we are.  
We all have our personal tastes.

*I like children!  
(They're tasty!)*



- 1 Working with a partner, look at the following list. Tick whether you and your partner like or dislike the items on the list.

	Me		My partner	
	Like	Dislike	Like	Dislike
(a) carrots				
(b) motorbikes				
(c) strawberry jam				
(d) bunk beds				
(e) popcorn				
(f) haircuts				
(g) ballet				
(h) swimming				
(i) bowling				
(j) computers				
(k) reading				
(l) rainy weather				
(m) toast				
(n) dogs				

- 2 (a) How many 'likes' do you have? (b) How many 'dislikes' do you have? (c) Do you always like the same things as your partner?




- (d) Which item do you like the most?

\_\_\_\_\_

Why? \_\_\_\_\_

- (e) Which item do you dislike the most? \_\_\_\_\_

Why? \_\_\_\_\_

# What do you like?

3 Write in the tables below what you like and dislike.

	I like	I dislike
(a) colour		
(b) TV programme		
(c) type of clothing		
(d) sport		
(e) type of food		
(f) activity		
(g) pet		
(h) type of drink		
(i) shop		
(j) toy		

I also like \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I also dislike \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4 Tell your group about your likes and dislikes, and why you like or dislike these things.

*It's not good to dislike too many things!  
It makes your life harder!*



# Persuade them!



Sometimes we need to be persuasive in order to get what we want. For example, sometimes you may have to persuade your parents for a particular present, or you may have to persuade a friend to go somewhere with you.



To persuade someone means to get them to believe you or agree with you.

1 Tick which of these pairs of statements is more convincing.

(a) ☐ I like fried eggs because they are nice.

☐ I like fried eggs because I can have them crispy on the edges and soft in the middle.

(b) ☐ I want to go to the beach this summer because there is so much I enjoy doing there, like swimming, surfing, building sandcastles and collecting shells.

☐ I want to go to the beach this summer because I like to swim.

(c) ☐ I really need a new jumper because there is a disco coming up.

☐ I really would like a new jumper as all my jumpers are old and worn and I look a bit too scruffy in them. They're also getting a bit tight!

2 Liam does not like school. (Isn't that strange?) How could you persuade him that it's not that bad? Write down a few things you could say to him.

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3 Discuss your answers with your class.

## Persuade them!

- ④ Read the statement your teacher has given you.

Write it here.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- ⑤ Think about how you could persuade the rest of your group to agree with your statement.

Write some things you could say here.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- ⑥ (a) Try to persuade your group. Use your notes to help you.

(b) How many votes did you get?

□

**Objective: Explore historical events through improvisational drama.**

## Activities covered

- Reading the diary extract
- Discussing the diary extract
- **Group work** – acting out the scene based on the diary extract
- Presenting drama to the class
- Self-assessment

## Background information

The ancient Romans have been chosen for this lesson, but any historical event or time period can be used. Role-play is an excellent way to reinforce what has been learnt in history.

## Before the lesson

The teacher can have additional information about Ancient Rome.

Look at the website: [www.bbc.co.uk/schools/romans](http://www.bbc.co.uk/schools/romans)

The class will be divided into groups.

## The lesson (Pages 100 and 101)

The teacher reads the given diary extract while the children follow.

The class has a discussion about this time period. The teacher can ask children questions; for example, How is Marco's life different from yours? (toys, school life, breakfast, leisure activities), Do you think Marco is rich or poor?

**Group work** – Children act out a scene from this time. Each child must have a role.

Children can practise their scene in their groups several times, before presenting it to the class.

Children assess their performance.

## Answers

Teacher check

## Additional activities

Many history lessons can be reinforced with the use of improvisational drama.

Children can make up short stories for a particular time period and act them out.

*Objective: Explore reactions to ideas through improvisational drama.*

### Activities covered

- Answering questions about events in their local area
- Discussing answers with their class
- **Group work** – role-playing things they can do with their friends
- Writing responses to ideas
- **Pair work** – role-playing a scene

### Background information

In this lesson, specific ideas are given that the children must write about and role-play. Although only one particular scene has been used for role-play, all of the ideas can be incorporated into improvisational drama. There are many different scenarios that can be used but they must be issues that directly affect the children and to which they will have a reaction of some sort.

### Before the lesson

The teacher can have a list of other scenarios that the children can role-play.

The class will be divided into pairs.

### The lesson (Pages 102 and 103)

Children discuss questions about events in their town/area with their partner.

Children answer questions about their leisure time and what they would like to have in the town in the way of entertainment.

Children discuss their answers with the class and some children can role-play different activities that they and their friends could do if there were extra attractions.

Children write responses for the given statements and answer the questions.

Children discuss all the answers with the class.

**Pair work** – Children role-play a given situation. (Others can be added.)

### Answers

1–5. Teacher check.

### Additional activities

Children can come up with their own ideas on a particular theme and then can role-play those ideas; for example, things to do at break time, how they would like to be treated.

# A day in the life



- 1 Read a page of Marco's diary.

Marco lived in Ancient Rome. I think you will find his life very different from yours.

*This morning, I got up early, before sunrise, to go to school. For breakfast I had some fruit, bread and fish. My slave cooked and cut my food for me, as we do not use knives and forks. We eat with our fingers or use spoons. I got dressed in my toga and made sure I had my bulla around my neck. A bulla is a special locket. It was given to me at my birth and I will wear it until I become a citizen, at the age of sixteen or seventeen.*

*I took a candle to school to use until daybreak. I walked past many beautiful buildings and temples. My slave walked with me, to make sure I got to school safely. At school we did writing on our board and used pebbles to do counting in maths. We also learnt how to write Roman numerals. I was good today and luckily did not get flogged with the whip! At lunchtime, we had a rest and an afternoon siesta and then it was time to go back to school. After school, my friends and I played board games and knucklebones. We also pretended we were having a war—we were all armed with wooden swords. My sister and her friends were playing with dolls!*

*We strolled through the city and there were many people about. Some were walking. Others were being carried in litters, with curtained couches carried on poles by slaves. Soldiers were walking about in chain mail or leather armour and workmen were wearing their tunics. Many shops lined the streets. There were also orators (speakers) and every now and then, someone stopped to listen to what they were saying and gave their views.*

*In the evening, after dinner, my family and I went to the Colosseum, which is a huge public entertainment centre that can seat 45,000 spectators! We watched the gladiators and humans fighting wild animals. It was quite gruesome! I enjoy going to the Circus Maximus, which is another centre, but they have mostly chariot racing. It is a bigger place and can seat 250,000 people! Sometimes we go to the theatre and most events there are free.*



# A day in the life

My Dad loves to going to the baths and goes there every day. Unfortunately, no children are allowed. There are warm baths and cold baths. The water for the warm baths is heated by fires under the floor and slaves keep these fires going. Also at the baths, there is a reading room, a shop, a barber and sporting events. I also took time out to honour the gods, which is a part of everyday life. There are temples all over the Roman Empire and each home has a household god. Back at home, our family gathered in the atrium to discuss the evening's entertainment but I was too tired and went to bed. Goodnight! Marco.

Did you know?  
In Ancient Rome,  
dirt and rubbish  
were thrown out of  
the windows into  
the streets!



- 2 Work as a group to act out a scene based on Marco's diary.

Make sure everyone has a role and something to say and do.

Write a list of everyone's role here.

Name	Role

- 3 Perform your scene for your class.

- 4 (a) Give your performance a mark out of 5.

(b) How could your performance be improved? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# What do you think of this?

1 Discuss and answer these questions with your partner.

(a) What events are going on in your town/area at the moment?

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(b) Are there any events you will attend? Which events?

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(c) What kind of entertainment would you like to see in your town/area?

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(d) Name some activities you do on the weekend.

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(e) What could you do to stop yourself from getting bored?

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2 Discuss your answers with the class.

3 With your partner, role-play activities that you could do with a friend.

## What do you think of this?

- 4 Discuss and write what you think of these ideas with your partner.

(a)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Children in primary school should be allowed to choose which subjects they are taught.

(b)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Children should be able to leave the school grounds at break and lunchtime.

(c)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

There should be 'CHILDREN ONLY' shops, that only sell all the things that children like. No adults should be allowed to enter.



- 5 Work with your partner to role-play the manager of the shop telling your parents they are not allowed in!

**Objective: Know the structure and terminology of books.**

## Activities covered

- Finding out the meanings of terms
- Describing terms to class
- Listening to terms described by others and writing notes

## Background information

This lesson focuses on the different terms used when talking about books. The definitions are decided as a class and all the terms are further reinforced when children talk about the term they have been given.

## Before the lesson

Children will need time to research their word; perhaps the term can be given for homework.

The classroom should have a collection of many different types of books that children can use to demonstrate their term if they are unable to bring one from home.

## The lesson (Pages 106 and 107)

The teacher must read through the terms with the children.

Children are each given a particular term. The teacher can do the extra ones if there are words left over. If there are more than 30 children in your class then children can double on a word.

Children describe the term to the class, demonstrating its meaning if possible.

The class discusses the word and children write in a suitable definition.

## Answers

1. Chapter – Division of a book
2. Page – One side of a sheet of paper forming a book
3. Index – Alphabetical list of names or subjects dealt with, in a book, file or catalogue, to find things
4. Author – Writer of a book
5. Title – Name of a book, film etc.
6. Illustration – Picture
7. Cover – Anything that covers the outside of a book, magazine
8. Publisher – One who prints books
9. ISBN number – Book number, found at front and back of a book
10. Comic – Magazine containing strip cartoons
11. Magazine – Periodical publication with articles by different writers, television or radio programmes made up of short non-fictional items
12. Introduction – Preliminary part of the book
13. Table of contents – List of what is in the book
14. Spine – Edge of a book on which the title is written
15. Hardback – Book that has a hard cover
16. Paperback – Book that has a 'soft' cover made from thin card
17. Review – Critical assessment of a book
18. Fiction – Invented story
19. Non-fiction – Fact
20. Caption – Title or explanation accompanying an illustration
21. Price – What the book costs
22. Copyright – Exclusive legal right to reproduce and control a book
23. Autobiography – Account of a person's life written by the person
24. Biography – Account of a person's life written by another person
25. Editor – Person who edits; person in charge of a newspaper/magazine
26. Novel – Long fictitious story in book form
27. Librarian – One who works in a library
28. Text – The main body of a book as distinct from illustrations
29. Illustrator – One who illustrates
30. Publication date – The date the book was published

## Additional activities

The children can create a classroom display with different types of books, and some of the terms learnt in the lesson can be used to label their displays.

Children should be encouraged to use some terms when doing their next book review.

**Objective:** Describe everyday experiences to the class or group and discuss them.

### Activities covered

- Answering questions about their morning
- **Group work** – telling group about their morning
- **Pair work** – writing, asking and answering questions about yesterday

### Background information

In this lesson, children learn to talk about general everyday things. Hopefully, they will have some fun recalling the details of their morning. Children should get practice in 'just chatting' – the teacher could give time for conversation. It is an important part of communicating!

### Before the lesson

The class will be divided into groups and then pairs.

### The lesson (Pages 108 and 109)

Children answer questions about their morning.

**Group work** – Children tell the group about their morning. The teacher needs to explain to children that not all the questions need to be given to the group; their talk should be 'off the cuff'. The questions are there to jog children's memories!

**Pair work** – Children write five questions they could ask their partner about yesterday. Children ask their partner the questions, listening carefully and noting the answers.

Children use their partner's answers to describe their partner's day.

### Answers

Teacher check

### Additional activities

Children can tell the group about their weekend/last meal/a trip/their day at school (ordinary everyday experiences).

# Book parts

Each child will receive a term to explain to the class.

What was your word?



We are going to learn about different parts of a book. It's not just words you know!

Write the meanings of the terms below as each child gives his/her description.

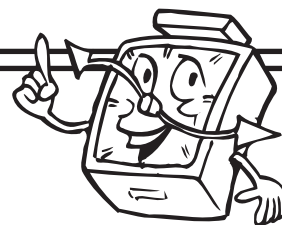
Term	Description
① Chapter	
② Page	
③ Index	
④ Author	
⑤ Title	
⑥ Illustration	
⑦ Cover	
⑧ Publisher	
⑨ ISBN number	
⑩ Comic	
⑪ Magazine	
⑫ Introduction	
⑬ Table of contents	

## Book parts

Term	Description
14 Spine	
15 Hardback	
16 Paperback	
17 Review	
18 Fiction	
19 Non-fiction	
20 Caption	
21 Price	
22 Copyright	
23 Autobiography	
24 Biography	
25 Editor	
26 Novel	
27 Librarian	
28 Text	
29 Illustrator	
30 Publication date	



# Can you remember?



1 Answer these questions about this morning.

(a) What did you have to eat for breakfast this morning?

\_\_\_\_\_  
\_\_\_\_\_

(b) What did you have to drink?

\_\_\_\_\_  
\_\_\_\_\_

(c) What time did you get up?

\_\_\_\_\_  
\_\_\_\_\_

(d) Who did you see before you came to school?

\_\_\_\_\_  
\_\_\_\_\_

(e) What was the weather like when you woke up?

\_\_\_\_\_  
\_\_\_\_\_

(f) Which did you do first?

*get dressed/brush teeth/  
have breakfast/other*

\_\_\_\_\_  
\_\_\_\_\_

(g) Where were your shoes?

\_\_\_\_\_  
\_\_\_\_\_

(h) Who was the first person you saw when you arrived at school?

\_\_\_\_\_  
\_\_\_\_\_

(i) How did you feel this morning?

\_\_\_\_\_  
\_\_\_\_\_

(j) Name something you saw on your way to school.

\_\_\_\_\_  
\_\_\_\_\_

(k) What was the last thing you did just before you left your home?

\_\_\_\_\_  
\_\_\_\_\_

(l) What colour socks did you put on this morning?

\_\_\_\_\_  
\_\_\_\_\_

Was it a good morning for you?



2 Were you able to answer all of the questions? \_\_\_\_\_

3 Take turns to describe your morning to your group.

Do you think your morning sounded interesting?

Did you know?  
*a.m. stands for ante  
meridiem (before noon)*



## Can you remember?

- 4 Write five questions to ask your partner about what he/she did yesterday.

### My questions

- (a) \_\_\_\_\_  
\_\_\_\_\_
- (b) \_\_\_\_\_  
\_\_\_\_\_
- (c) \_\_\_\_\_  
\_\_\_\_\_
- (d) \_\_\_\_\_  
\_\_\_\_\_
- (e) \_\_\_\_\_  
\_\_\_\_\_

- 5 Listen carefully to your partner's answers and write them here.

### My partner's answers

My partner is \_\_\_\_\_.

- (a) \_\_\_\_\_  
\_\_\_\_\_
- (b) \_\_\_\_\_  
\_\_\_\_\_
- (c) \_\_\_\_\_  
\_\_\_\_\_
- (d) \_\_\_\_\_  
\_\_\_\_\_
- (e) \_\_\_\_\_  
\_\_\_\_\_

- 6 Use your partner's answers to describe his or her day.

**Objective:** Discuss favourite moments, important events and exciting characters in a story, play or poem.

### Activities covered

- Recalling favourite moments
- Answering questions about a film or book
- Discussing all answers with the class

### Background information

Discussion should be the main focus of the lesson, allowing children to give more depth to their thoughts on what they have read, experienced and seen. Children should be encouraged to think about characters in the films and programmes they see and the books they read.

### Before the lesson

The teacher could have an example for the children; for example, they can think of their last birthday/Christmas/any special event and describe their favourite moments to the class; describe the people who were present at the time.

### The lesson (Pages 112 and 113)

Children answer questions, recalling particular events and what their best moments were.

Children think about a film they have seen or a book they have read and answer questions about it.

Children share their answers with the rest of the class.

### Answers

Teacher check

### Additional activities

The same type of lesson can be done with poetry, where characters are discussed and the children state their favourite parts of the poem. This would work well with humorous poetry; for example, *Sky in the pie* by Roger McGough or *The ghost teacher* by Allan Ahlberg.

Plays could also be read for this purpose.

Children can have a discussion about their favourite moments at school and write a paragraph about them.

**Objective: Express reactions to events and characters in stories.**  
**Objective: Discuss reactions to poems.**

### Activities covered

- Reading a story as a group
- **Group work** – answering questions
- Discussing story
- Describing a character from a story

### Background information

This lesson uses a fairytale as the reading because the story will be familiar to the whole class. The lesson should get children to think about the plot and characters in the story. This can also be done with the class reader. Children should be encouraged to question what they read and think about different components of the story. Two objectives have been included as the same type of lesson can be done with a poem.

### Before the lesson

The teacher can use a poem as an example, asking the children questions about the events and characters in a poem. Answers to questions should not be obvious; children will need to do a little thinking!

The class will be divided into groups.

### The lesson (Pages 114 and 115)

**Group work** – Children read the story of *Little Red Riding Hood*.

Children answer questions.

Children discuss their answers and the story.

Children describe to the group a character in one of their favourite stories.

If there is time, each group can discuss their answers with the class.

### Answers

1. Teacher check
2. Answers will vary, but could include:
  - (a) any age under 12
  - (b) It was a special cape that had been made for her by her grandmother./She lived in a cold place./It was her favourite item of clothing.
  - (c) She was packing her picnic basket./She had been to school.
  - (d) She was kind and considerate but a little daring. Her mum was always telling her to be careful.
  - (e) Any suitable name
  - (f) Grandma was kind but sometimes a little grumpy.
  - (g) It was a 10-minute walk through the woods, but it took 20 minutes because she dawdled.
  - (h) The wolf was sly and cunning and was not to be trusted.
  - (i) She may have become far more careful about walking around on her own and I don't think she ever went through the woods again.
  - (j) No, I don't think the wolf should have been harmed.
  - (k) I would change the ending. I think the wolf should have been arrested and thrown in jail!
  - (l) Teacher check
3. Teacher check

### Additional activities

Poems can be used for children to discuss events and characters, looking beyond what may have been written in the poem.

Children can watch a popular film and answer the same sort of questions, the answers requiring them to consider something based on what they have seen; for example, describing characters etc.

Children can also read Roald Dahl's versions of fairytales in *Revolting rhymes* and compare the characters and events to the original stories.

## The best bit

1 Think of an event that has taken place in your school.

(a) Name it \_\_\_\_\_

\_\_\_\_\_

(b) What was your favourite moment?

\_\_\_\_\_

\_\_\_\_\_

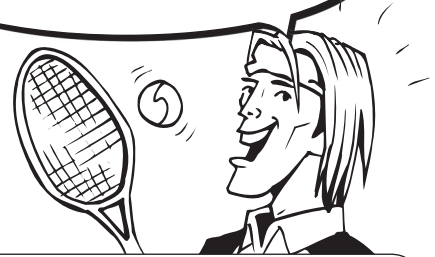
\_\_\_\_\_

(c) Why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*My favourite moment was when I won the tennis match.*



2 Think of a place that you have visited.

(a) Name it \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(b) What was your favourite moment there?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(c) Why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 Think of a celebration that you have had.

(a) Name it \_\_\_\_\_

\_\_\_\_\_

(b) What was your favourite moment?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(c) Why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4 (a) Discuss your answers with your class.

(b) Did anyone have the same favourite moment as you? \_\_\_\_\_

## The best bit

- ⑤ Think about a film you have watched or a book you have read.

Answer these questions.

(a) What is the title of the film or book? \_\_\_\_\_

(b) What was your favourite part? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(c) Which character did you like the best and why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(d) Name an important event in the film or book. \_\_\_\_\_

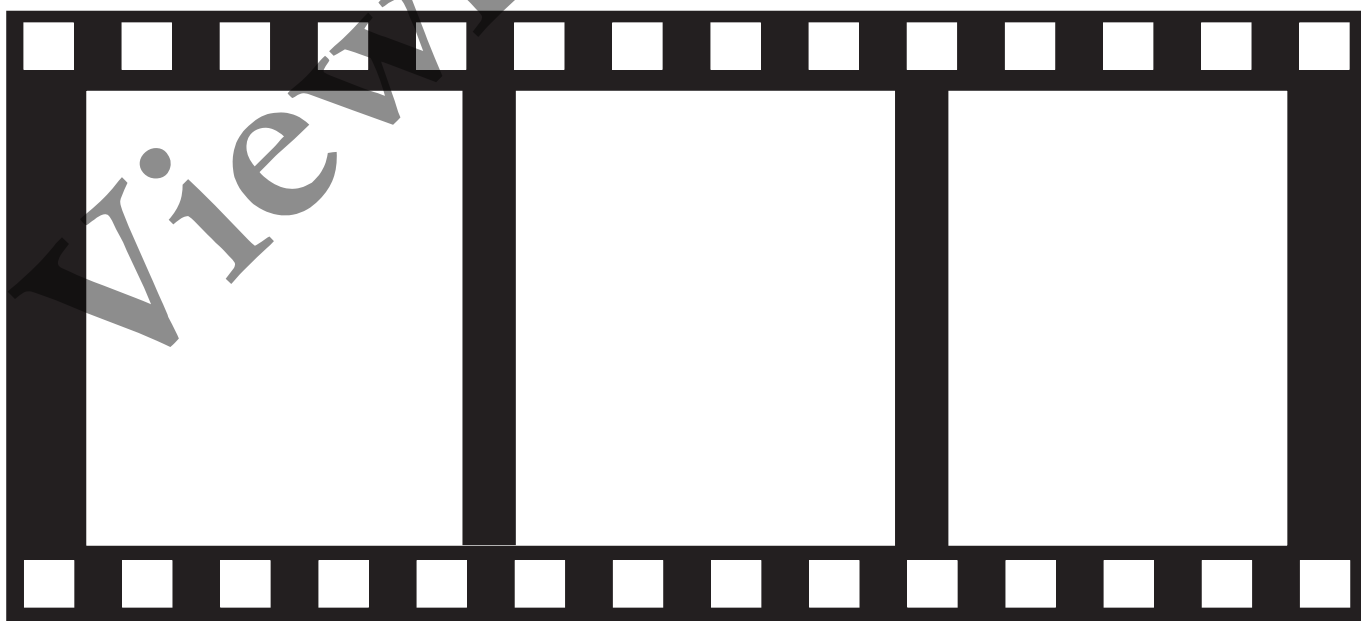
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(e) Sum up the film or book in one word. \_\_\_\_\_

(f) Draw three scenes from this film or book.

A graphic of a film strip with three empty rectangular frames for drawing scenes. The film strip has sprocket holes along the top and bottom edges. A large, diagonal watermark reading 'Viewing Sample' is overlaid across the entire page, including the film strip.

(g) Discuss all your answers with your class.

# Who stars in your stories?

- 1 Read the story of *Little Red Riding Hood* with your group.

You may have read it before, but it was probably a long time ago!



- 2 Answer these questions. Use your imagination!

(a) How old do you think Little Red Riding Hood was? \_\_\_\_\_

(b) Why did she wear the cape? \_\_\_\_\_

\_\_\_\_\_

(c) What do you think she was doing before she went to Grandma's house?

\_\_\_\_\_

(d) What do you think she was like? \_\_\_\_\_

\_\_\_\_\_

(e) What could her real name have been? (Have a group vote for the name that suits her best.)

\_\_\_\_\_

(f) What do you think Grandma was like? \_\_\_\_\_

\_\_\_\_\_

(g) How long do you think it took her to get to Granny's house? Why?

\_\_\_\_\_

(h) What character did the wolf have? \_\_\_\_\_

\_\_\_\_\_



## Who stars in your stories?

- (i) How do you think the event would have changed her life? \_\_\_\_\_

- (j) Do you think the story ended well? Say why. \_\_\_\_\_

What part of the story could you change? \_\_\_\_\_

- (k) What part of the story could you change? \_\_\_\_\_

\_\_\_\_\_

- (l) Give the story a score out of 10.



*Did you know?*

*Charles Perrault was the author of Little Red Riding Hood.*



- ③ (a) What is your all-time favourite fairytale?

---

- (b) You are going to describe one of the characters from this story to your group. Write some notes to help you.

My character is \_\_\_\_\_

- (c) Describe the character to your group.

**Objective: Create and tell stories to the class or group and retell them after questioning, comparing the versions.**

## Activities covered

- Thinking of a story
- Writing keywords
- Telling a story
- Making up answers to questions from the group
- Writing a story
- Comparing versions, stating two differences

## Answers

Teacher check

## Additional activities

The same lesson can be done where a specific topic is chosen. The children must, for this lesson, be writing fictional material.

## Background information

This lesson may take some time as children are writing and telling their stories. Children must be given sufficient time to think of their story. The lesson is about children thinking of a story, telling their story and, after questions have been asked by the group, children writing their story. The second version of their story thus should not be the same, and this should be mentioned to the children. The questions that have been asked by the group should prompt children to think of other ideas for their story, which should be included in the written version. It is important that children compare the two versions and notice the differences.

## Before the lesson

The class will be divided into groups.

## The lesson (Pages 118 and 119)

Children think of a story, using a beginning which has been given to them.

Children write down keywords to help them remember their story. (Children must write only keywords and not sentences.)

**Group work** – Children tell their story to the group.

The group must ask questions about the story and the storyteller should make up the answers.

After all the children have told their story, children write their story.

Children compare the two versions of their story, and write down two differences.

**Objective: Express feelings and attitudes through improvisational drama.**

### Activities covered

- Describing feelings
- Acting out scenes with feelings
- Writing conversation
- Acting out a family scene
- Discussing scenes

### Background information

This lesson is about children expressing their feelings through role-play. The scenes acted out should be familiar situations for the children. The acting should be extemporized.

### Before the lesson

The class will be divided into pairs and groups of 4–5.

### The lesson (Pages 120 and 121)

**Pair work** – Children write how they would feel in different situations.

Children act out the same scenes. (Teacher can explain to children that these need only be short scenes as they have a few to get through!)

Children write down a possible conversation (family dinner).

Children act out a family dinner scene, in small groups.

### Answers

1. Answers will vary, but could include:

- confused, nervous, worried
- happy, excited
- angry, disappointed
- sick, unhappy
- excited
- embarrassed, ashamed, hurt
- proud, happy
- nervous, shy
- disappointed, angry, helpless
- ashamed, sad, worried

2. Teacher check

3. Answers will vary, but a possible conversation is:

**Dad:** I did not have a great day. How was everybody else's day?

**Mum:** Not that wonderful, either. I am almost sure I saw a mouse running through the kitchen.

**John:** I got into trouble at school today because I fell asleep in class.

**Sally:** I had a wonderful day because I got top marks for my history test.

**David:** My day was OK, except Mickey isn't in his cage and I can't seem to find him.

4–6. Teacher check

### Additional activities

Children can act out scenes from school.



## Tell your story

You are going to tell a story to your group.

Keep your story quite short but make it interesting!



- 1 Think of your story and write down keywords in the box to help you remember how your story goes.

This is how the story starts:

*Once upon a time, there was a spoilt boy called Kevin. Everything he wanted, he got. There was nothing in the world his parents wouldn't buy him. His room was stuffed with toys and games but he always wanted more.*

Viewing Sample

- 2 Tell your story to your group. You can glance at your keywords to remind you.
- 3 When you have finished, your group will ask you questions about your story. You can make up the answers as you go.

## ===== Tell your story =====

- ④ Write your story. It doesn't have to be exactly the same as the story you told the group—try to make it even better!

- 5 Write two differences between the story you told the group and the story you wrote.

(a) \_\_\_\_\_

(b) \_\_\_\_\_

- ⑥ Do you think your story got better?

yes

no

# Have some feelings!

- 1 Work with your partner to write how you might feel in the following situations.

How do you feel when ...

- (a) you don't understand something in class?

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- (b) your best friend invites you to stay for the weekend?

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- (d) you have to eat food you really don't like?

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- (f) the teacher shouts at you?

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- (h) you have to stand up in front of the class and give a talk?

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- (j) you've been nasty to someone you are close to?

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- (c) someone breaks something precious of yours?

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- (e) Christmas is just a day away?

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- (g) you get excellent marks in a test?

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- (i) your parents don't allow you to do something?

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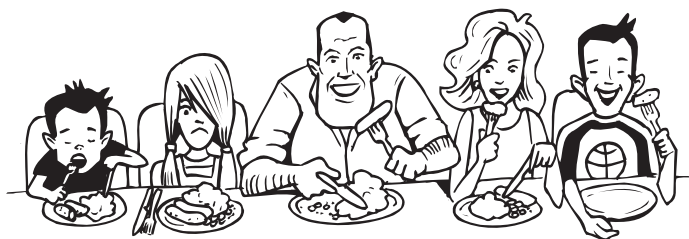
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- 2 Work with your partner to act out a scene for each of the situations above. Make it up as you go!

## Have some feelings!

- 3 Imagine a family all sitting down to dinner. There's Dad, Mum, the teenage son, John, the 10-year old sister, Sally and the little brother, David, who is just 6.



Work with your partner to write what they might say.

Dad: \_\_\_\_\_

Mum: \_\_\_\_\_

John: \_\_\_\_\_

Sally: \_\_\_\_\_

David: \_\_\_\_\_

- 4 Go around the class, with each pair giving their sentence for whichever person is next. It should make a strange conversation!
- 5 (a) Work in small groups to act out a family dinner.  
(b) Perform your act for your class.  
(c) Discuss the different acts.
- 6 Write words that describe your family dinners.



**Objective: Create and sustain imaginary contexts through improvisational drama.**

## Activities covered

- **Group work** – writing words
- Acting out a scene
- Adding more words to a list
- Writing an imagined description
- Reading descriptions to the class
- Discussing the topic with the class

## Background information

In this lesson, children must act out a scene and then discussion about the theme must take place, based on the acting children have seen. After the discussion, children could write various different pieces on the topic, such as a diary for a day in space, my futuristic school/family/pet etc.

## Before the lesson

The teacher could have examples of futuristic gadgets and gizmos. These websites could be helpful:

[www.iwantoneofthose.com](http://www.iwantoneofthose.com), [www.gizmocity.com](http://www.gizmocity.com) or [www.sciencemuseum.org.uk](http://www.sciencemuseum.org.uk) (These websites are for teacher's ideas and are not suitable for children.)

The teacher could tell children about the first space tourist, Mark Shuttleworth, and children could think about other possible futuristic holidays.

The class will be divided into groups.

## The lesson (Pages 124 and 125)

**Group work** – Children get given a time limit to discuss what the year 3000 may be like, and they must write appropriate words in the box.

Children discuss acting out a scene from this time, with each person in the group getting a part to play.

Time must be given for children to practise it a few times. (Performances do not need to be perfect and can be mostly made up as they go.)

Children watch the other groups present their performances and add words to their futuristic word list.

Children write briefly about what the world will be like (individual).

Children discuss their ideas and the acted scenes with the class.

## Answers

Answers will vary. Possible futuristic words:

robots, space shuttles, self-cleaning houses, flying motorears, virtual shopping, drive-through banks, cyberpets, computerised bicycles, virtual books, interactive TVs, children being taught by computers, voice-activated pens, cures for diseases, cinema-sized TVs etc.

## Additional activities

Any theme can be chosen for this type of lesson, where children act out imaginary scenes; for example, a topic from history.

**Objective: React to poems through improvisational drama.**  
**Objective: Dramatise stories.**

### Activities covered

- Reading aloud as a class
- **Group work** – acting out a poem
- Performing for the class
- Assessing performance
- Drawing a picture and telling the group about it

### Background information

This lesson is not just acting out a poem but also acting out the children's interpretations of the poem. The teacher should tell children that, although they need to follow the actions stated in the poem, they can add their own twists to them. Dramatising stories should also be done and virtually any type of story can be used, provided they are not too long. Children are not expected to give polished performances; the acting should be more casual and ad-lib. Before any dramatisation takes place, it is important that it is preceded with discussion on the plot, characters, events etc.

### Before the lesson

The teacher could have other poems available for children to act out, so that groups are doing different poems (optional).

The class will be divided into groups.

### The lesson (Pages 126 and 127)

The class will read the given poem out loud and together.

The class must discuss the poem; what type of characters they think they are, setting etc.

**Group work** – Children assign roles to each other and write these down.

Children practise their performance a few times.

Children perform their poem for the class.

Children assess their performance.

Children draw a picture and tell their group about it.

### Answers

Teacher check

### Additional activities

Children can bring their favourite poems to class and could act them out in groups.

Children can dramatise a story that is well known to them; for example, a fairytale, a class reader.

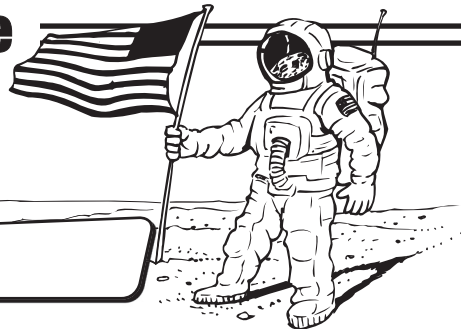
Children could read funny poetry and act it out; for example, *Innocence* by Steve Turner, *Colin* by Allan Ahlberg and *Blue Christmas* by Adrian Henri.

For funny poems by Ken Nesbitt: [www.poetry4kids.com](http://www.poetry4kids.com)



## In the future

It is the year 3000! How different will the world be?



1 How many years from now is the year 3000?

2 (a) Work as a group to write what you think the world will be like in the year 3000.

You only need to write words, not sentences, and you can make up as many things as you like!



(b) How many words did you write?

3 Work with your group to create a scene from this time. Decide where your scene takes place. It could be at school, at home, in a shop, or anywhere! You can make up objects and places too!

4 Act your scene out for the class.

5 (a) After watching each group perform its scene, add more 'futuristic' words to your box.

(b) How many extra words did you write?

*What will the teachers be like in the future?*



## In the future

- 6 Write what you think the world will be like in the year 3000. Add a picture.



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- 7 Read your description to your class or group and explain your picture.

*Did you know?*

*It is thought that the first space tourist, Mark Shuttleworth, paid \$20 million to visit space. That's quite an expensive holiday!*



- 1 Read this poem together as a class.

## Sunshine

*Rain had fallen for days and days,  
and then the sun came through.*

*Dad said, 'Go and get the steak,  
we'll have a barbecue.'*

*Mum said, 'Great, I'll hang out the clothes,  
I'll have dry washing at last.'*

*Josh said, 'I'm going to ride my bike,  
watch me go right past.'*

*Jason said, 'I'll be on my skateboard,  
I can practise my new trick.'*

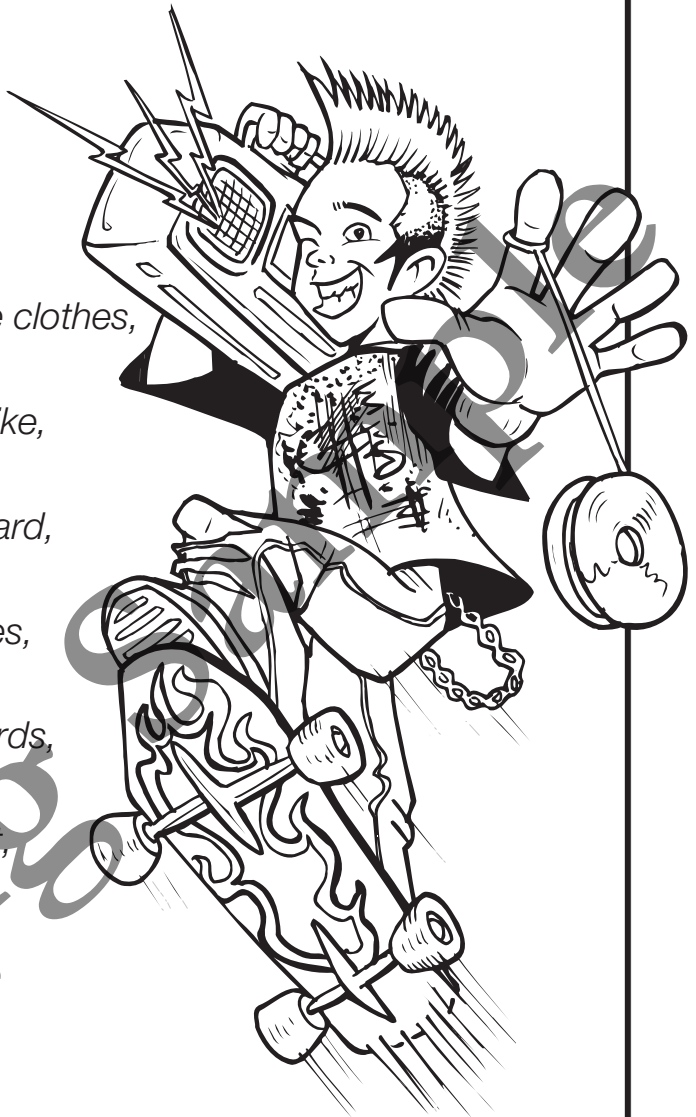
*'I'm off to visit a friend,' said James,  
'being indoors makes me sick!'*

*The cat said, 'I'm off to frighten birds,  
don't wait up for me.'*

*I went outside to soak up the heat,  
the warmth was healing me.*

*Yes, what an enormous difference  
the sun made to our day.*

*The house it fell quite silent,  
as we all went out to play.*



- 2 Discuss the following with your class.

- (a) What type of character is each person in the poem?
- (b) Where is the poem set?
- (c) When is the poem set?
- (d) Whether you like this poem or not and why.
- (e) What you would do after several days of rain.

## Poetry time

③ Work with your group to act out this poem.

(a) Write the names of the children in your group and their role.

Name of child	Role

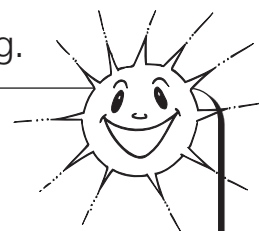
(b) How did your group perform?

very well

well

quite well

④ (a) Draw a picture of what you like to do when the sun is shining.



(b) Show your picture to your group. Tell them what you like doing when the sun is shining.

**Objective: Experience and enjoy playful aspects of language.**

## Activities covered

- Listening to teacher using challenging words
- Guessing meanings
- **Group work** – looking up true meanings
- Completing and writing sentences

## Background information

This lesson deals with funny and unusual words, but there is no end to having fun in language lessons. Children love telling jokes and playing games, so include these types of lessons often to keep up interest.

## Before the lesson

The teacher can have a list of unusual words to discuss with the children.

The class will be divided into groups.

Dictionaries will be needed.

## The lesson (Pages 129 and 130)

Children say the words out loud. The teacher can help with the pronunciation by telling children to break the words up into syllables.

The teacher reads the sentences that contain the words.

Children guess the meanings of the words.

**Group work** – The teacher reads the sentences again.

Children discuss their guesses, one by one, with their group.

The group looks up the true meanings of the words in the dictionary.

Children discuss and complete the sentences in their group.

Groups write sentences using challenging words provided.

All words can then be discussed as a class.

## Answers

1–3.

Possible sentences containing list of words (for the teacher to use) including meanings:

- It is good manners to **doff** your hat when you greet someone. (*lift, take off*)
- The dog is so **scraggy**, it looks as if it has not been fed in ages. (*thin and bony*)
- I can't understand you when you speak such **gobbledegook**. (*unintelligible language, jargon*)
- It's a relief we don't have to wear **knickerbockers** to school nowadays as I hate showing off my legs. (*loose-fitting short trousers gathered in at the knee*)
- I threw the ingredients into the bowl **willy-nilly** when I made my Christmas cake, and it flopped. (*in a haphazard way*)
- My teacher likes to **flummox** me with the most difficult questions in maths. (*puzzle*)
- My uncle is always playing the fool and acting like a **twit**. (*foolish person*)
- I think it's **poppycock** that your dog ate your homework for breakfast! (*nonsense, rubbish*)
- My mother always makes such a **kerfuffle** about my clothes when we go out. (*fuss*)
- It is a load of **codswallop** that we have to do three hours of homework every day! (*nonsense, rubbish*)
- I don't know where your project begins or where it ends—it is **higgledy-piggledy**. (*in confusion or disorder*)
- My friend always gets into trouble for talking in class—she is such a **flibbertigibbet**. (*talkative or flighty person*)

- flibbertigibbet
  - codswallop
  - higgledy-piggledy
  - kerfuffle

5–6. Teacher check

## Additional activities

Children can use these words in oral sentences.

The class could have a joke-telling lesson.

The class could play word-association games.

Children could read and listen to humorous literature.

Children could make up funny rhymes and verses, using strange and unusual words.

Websites: [www.worldwidewords.org/weirdwords](http://www.worldwidewords.org/weirdwords) and [www.phrontistery.info](http://www.phrontistery.info) both contain a list of 'challenging' words which could be used by the teacher for information.



# Fun with words

- 1 Listen to the teacher use the words in sentences.

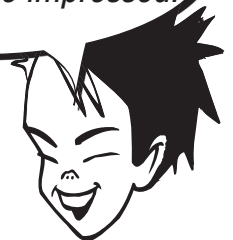
We are going to look at some strange words. Say these words aloud.



Word	Your guess	True meaning
(a) doff		
(b) scraggy		
(c) gobbledegook		
(d) knickerbockers		
(e) willy-nilly		
(f) flummox		
(g) twit		
(h) poppycock		
(i) kerfuffle		
(j) codswallop		
(k) higgledy-piggledy		
(l) flibbertigibbet		

- 2 After your teacher reads each sentence, write what you think each word means in the 'Your guess' column of the table.
- 3 Work as a group to look up the words in your dictionary to see if your guess was correct!

Try some of these words out on your family. I think they'll be impressed!



How many words did you guess correctly?

## Fun with words

- 4 Work with your group. Choose words from the box below to complete these sentences.

(a) My aunt's telephone bill must be very high as she is such a

\_\_\_\_\_.

(b) My brother says that he saw an alien, but he always speaks such

\_\_\_\_\_ no one believes him.

(c) The clothes in your wardrobe are so \_\_\_\_\_ I don't know how you manage to find anything.

(d) I wish my grandmother wouldn't make such a \_\_\_\_\_ about me eating my vegetables.

codswallop

higgledy-piggledy

kerfuffle

flibbertigibbet

- 5 Work with your group. Write sentences to include these words.

(a) poppycock

\_\_\_\_\_  
\_\_\_\_\_

(b) willy-nilly

\_\_\_\_\_  
\_\_\_\_\_

(c) gobbledegook

\_\_\_\_\_  
\_\_\_\_\_

(d) flummox

\_\_\_\_\_  
\_\_\_\_\_

(e) scraggy

\_\_\_\_\_  
\_\_\_\_\_

- 6 Discuss your answers to Questions 4 and 5 with the class.